DOCUMENT RESUME

ED 471 797 EC 309 350

AUTHOR	Fletcher-Janzen, Elaine; De Pry, Randall L.
TITLE	Social Competence and Character: Developing IEP Goals, Objectives, and Interventions.
ISBN	ISBN-1-57035-523-1
PUB DATE	2002-00-00
NOTE	178p.
AVAILABLE FROM	Sopris West, 4093 Specialty Place, Longmont, CO 80504 (Stock No. 2C153IEP, $30). Tel: 800-547-6747 (Toll Free); Fax: 888-819-7767 (Toll Free); Web site: http://www.sopriswest.com.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Disabilities; Elementary Education; *Individualized Education Programs; *Interpersonal Competence; Intervention; *Learning Processes; Middle Schools; *Student Educational Objectives; Student Evaluation

ABSTRACT

This guide is intended to help educators develop and meet Individual Education Program (IEP) social competence goals for elementary and middle school students. These goals and objectives center on the areas of cooperation, organization, responsibility, and empathy. For each area, the guide provides: (1) examples of strategies and methods for conducting behavioral assessments to identify IEP goals; (2) examples of goals and objectives for the specific social skills associated with each competency area; (3) examples of intervention strategies for meeting the goals across three phases of learning: initial learning (acquisition phase); mastery learning (fluency phase); and adapted learning (generalization phase). Among the 24 goals addressed are the following: asking questions; joining group activities; managing materials; managing time; completing assignments; predicting consequences of behavior; refusing unreasonable requests; identifying perspectives of others; giving compliments; and apologizing to others. Suggested data collection and self-determination strategies as well as sample worksheets are appended. (Individual sections contain references.) (DB)

ED 471 797

Social Competence and Character: Developing IEP Goals, Objectives, and Intervention

By:
Elaine Fletcher-Janzen
Randall L. De Pry

2002

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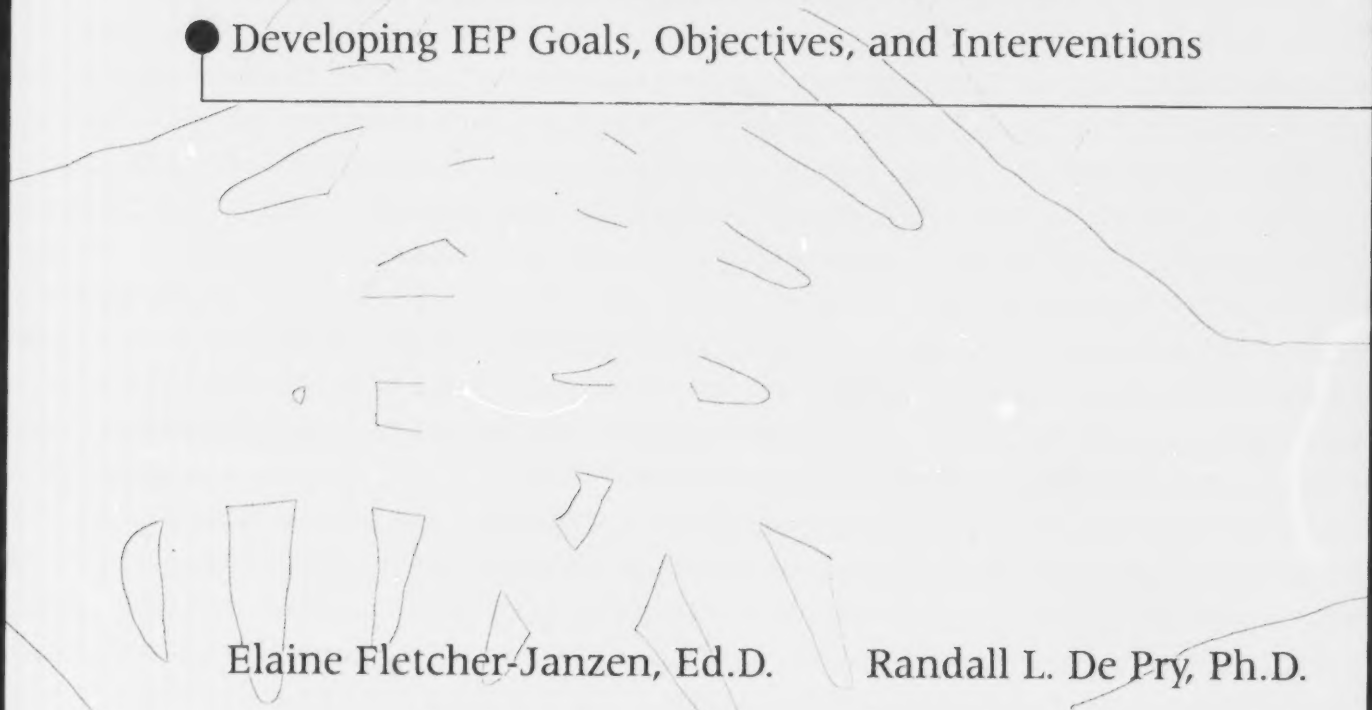
social competence and character

Developing IEP Goals, Objectives, and Interventions



Elaine Fletcher-Janzen, Ed.D. Randall L. De Pry, Ph.D.

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Developing IEP Goals, Objectives, and Interventions

Elaine Fletcher-Janzen, Ed.D. Randall L. De Pry, Ph.D.

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Edited by Mitchell Duval
Cover design and text layout by Maria McGrorey

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ISBN 1-57035-523-1
Printed in the United States of America

Published and Distributed by

SOPRIS
WEST

4093 Specialty Place • Longmont, CO 80504 • (303) 651-2829

www.sopriswest.com

153IEP/7-02/C&M/ 75M/461

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Preface

School professionals are inundated with programs, policies, and new information on a daily basis. We live in an age with many resources at our fingertips, yet most educators have little time to wade through these resources to find useful information. We may have only a few minutes to look at a program and decide if it is useful or not. Therefore, information for school professionals must be pretested and recognized as effective and time saving to get our attention.

Some studies suggest that educators, school psychologists, and related service personnel spend one day per week on mandated paperwork. Such work, while important, can take away from time that could otherwise be dedicated to both teaching and learning. Given the increasing demands on school professionals, we thought that it was a good time to offer timesaving materials to assist in the writing of social competence IEP goals and objectives. Why? Like many others, we believe that the development of social competency and character in elementary-age and even older children is a top priority, especially for students who receive special education services and those who are at risk for school failure.

We sincerely hope that this book will be useful for teaching and IEP planning teams. The book is designed to be easy to follow so the reader can access information at a glance. We have made a sincere effort to translate the extensive research literature on social skills and character education into everyday language. Content and format have been reviewed to make sure that the information is both individualized and legally defensible. Our template includes IEP forms and supplemental materials that cover basic instructional strategies, so that the user does not have to look elsewhere.

Elaine would like to thank her family, Dave, Emma, and Leif for supporting the hours away; the Sopris West team for taking the 'high road' in publishing decisions; and coauthor Randy De Pry for his commitment to best practices and the welfare of professionals and children in special education.

Randy is sincerely grateful for the time and encouragement that Diana, Rebekah, Aaron, and Jared have given him during the writing of this book. Thanks to coauthor Elaine for her professionalism, encouragement, and experience on the road from conceptual framework to putting words on paper. And finally, thanks to Sopris West for knowing and responding to the needs of at-risk students by providing research-based materials that support both teaching and learning.

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Introduction

Social Competence and Character: Developing IEP Goals, Objectives, and Interventions is designed to help special educators, general educators, school psychologists, and related service personnel develop and meet Individual Education Program (IEP) social competence goals and objectives for elementary and middle school students. These goals and objectives center on the areas of Cooperation, Organization, Responsibility, and Empathy (CORE). Social competence can be difficult to measure, and it is not easy to delineate how a student gets along with teachers and peers, organizes his or her work and time, takes responsibility for his or her actions, and develops meaningful relationships with others. In fact, national surveys of IEP content indicate that annual goals and behavioral objectives for social competency are rare, even when the student's disability dictates that such goals and objectives need to be included on the IEP.

Behavioral constructs involving complex social skills, such as the CORE competencies mentioned above, require a great deal of training and experience from those who write and implement an IEP. This book provides basic training for educators, school psychologists, and other personnel, so that they can learn to effectively and efficiently incorporate social competency goals and objectives into the IEP when deemed appropriate by the IEP team. To meet this objective, *Social Competence and Character: Developing IEP Goals, Objectives, and Interventions* provides readers with (a) examples of specific strategies and methods for conducting behavioral assessments that can establish the need for the IEP goal, (b) examples of goals and objectives for the specific social skills associated with each competency area, and (c) examples of intervention strategies that educators can use for meeting the IEP goals and objectives across three phases of learning: *initial* learning (acquisition phase), *mastery* learning (fluency phase), and *adapted* learning (generalization phase).

Specific Features of the IEP Planner

Social Competence and Character: Developing IEP Goals, Objectives, and Interventions uses a template that will allow educators and school psychologists to implement and meet IEP goals and objectives promoting social competence. Assessment and intervention strategies are included as part of this template to help educators establish the need for the goal and to put in place instructional strategies that take into account student learning, from initial acquisition of the social skill to generalization of the social skill across different settings and individuals. This feature is particularly important because appropriate learning of any concept should extend beyond just knowing about the skill to demonstrating the skill over time and across settings. For this book, mastery and generalization are synonymous with competency.

Please note that the Individual Education Program is a legal document that is always based on the individual learning needs of the identified student. This book was developed as a guide to help you create IEPs in the area of social competence. Specific samples of social competence annual goals and objectives and specific samples of the procedures and processes will help the reader accomplish the objectives, but it is not expected that these samples will fit the needs of all students with social competence deficits. Indeed, these samples are intended primarily to display the range of skills that make up social competence and to spark new ideas for goals and objectives to meet the needs of individual students. The following features of *Social Competence and Character: Developing IEP Goals, Objectives, and Interventions* are designed to help you meet these objectives in an effective and efficient manner.

Section introductions. The book is designed around four CORE competencies: Cooperation, Organization, Responsibility, and Empathy. Each section introduction includes: (a) behavioral definitions of the competency area, (b) identification of the social skills that further define the competency, and (c) a brief discussion of the competency as it applies to elementary-age students.

Assessment checklist. The assessment checklist is an informal behavioral assessment that can be used by teachers and school psychologists for gathering information about the student's present levels of performance. The reader is presented with a series of statements that help determine if the student has a skill or performance deficit in the competency area. In addition, other types of assessment options are listed below the assessment checklist and in Appendix I to encourage the reader to use multiple sources of data in establishing the need for an IEP goal.

Clarifying questions. Clarifying questions are included as an additional form of assessment to help the user rule out competing explanations for a student's skill or performance deficit. For example, the clarifying questions might help a teacher or school psychologist determine that a student's behavior is related to situational factors that can be adjusted by the teacher or other personnel (e.g., instructional or classroom management strategies) or that the student's behavior is associated with cultural or ethnic factors not related to a disability (e.g., lack of eye contact with adults, limited response patterns in groups). The clarifying questions remain the same throughout the book and are intended to help the professional consider different reasons for a student's behavior.

Decision Statements and Reflection Statements. At various points in each chapter, Decision and Reflection Statements are strategically placed to assist the reader in the problem solving process.

IEP goals. Six annual IEP goals are provided for each CORE competency skill area. Each goal has corresponding behavioral objectives, which are outlined in the sections that follow and that are linked to specific social skills defining the competency area. The reader may use the goals included in the book; however, this should only be done if the specific need has been established during the assessment process. Please note that criterion statements have been included with the goals and objectives for illustrative purposes only.

Sample IEPs. Sample IEPs that include annual goal, behavioral objectives, and evaluation criteria are provided. Each sample IEP is included as a model for how to write the IEP and as an advanced organizer for the intervention strategy section that follows. Please note that we have used a generic format for our sample IEPs; your district or state forms may vary.

Intervention strategies. Intervention strategies have been designed to help the reader meet the listed annual goals. The intervention strategies are linked to specific behavioral objectives that promote acquisition of the social skill, mastery of the social skill, and generalization of the social skill. The intervention strategies are designed to promote competency, so that when the student has met the objectives for each of the phases of learning they will also have met their IEP goal. Please note that additional assessment forms are provided for interested readers in the Appendix.

Social Competence and Character: Developing IEP Goals, Objectives, and Interventions was developed to help new and experienced professionals understand our view of social competence and the IEP process. We believe that the book will increase background knowledge of the IEP process and will also provide a strong foundation for developing effective and efficient IEPs

around social competency. In each of the sections that follow, we have purposely avoided jargon and technical writing conventions (for example, in-text parenthetical references) in order to increase the understanding of each concept and the usability of these complex ideas in school settings. Please note that each section has a resources segment, which has been included for readers who would like additional information or specific references that we have used in the development of this book.

Social Competence

Understanding Social Competence in School Settings

Parents, teachers, and school psychologists readily agree that schools—in conjunction with home, faith groups, and the media—play an important role in the development of social competence and character. But how are social competence and character fostered in the school environment? Researchers in educational psychology argue that students need to be taught specific social skills using effective instructional strategies, such as verbal presentation, modeling by the teacher and peers, and behavioral rehearsals. In addition, teachers and related service personnel need to create classroom and non-classroom environments that promote demonstration of the targeted social skill over time and across settings, because reliable demonstrations of social skills are typically a good indicator of emerging social competence in elementary-age students.

Like academic skills, social competence skills are both dynamic and complex. The complexity of an academic or social skill is often a function of the environment where the skill is required. For example, math skills in elementary school are very different from the math skills taught in high school. An elementary school student will typically learn basic mathematical operations and will demonstrate competency in these skills by using those skills to solve both simple number and word problems. A high school student, on the other hand, will be required to conceptually apply these same mathematical operations to solve complex algorithms. The response requirements and skill complexity, while different in each setting, are measurable, and experienced teachers collect data to know when their student is proficient at each level.

Social competence follows the same pattern. Cooperation in elementary school—from the teacher's point of view—may take the form of the student being able to follow simple directions as a demonstration of this important competency, while cooperation in high school, on the other hand, may include complex, multi-step teacher directions requiring the student to work both individually and with a group of peers toward a common end. As with academic competence, the response requirements and skill complexity for cooperation in elementary and high school, although different in each setting, are measurable, and experienced teachers and school psychologists collect data to know when their student is competent at each level.

Many researchers have concluded that competency skills (defined as academic, social, and physical skills) learned in elementary school are often the foundation for the more complex skills that students will learn in middle school and high school. Students who fail to learn social competency skills at any level are characterized as having a skill deficit. A skill deficit simply means that the student has not learned how and when to perform the targeted social skill. On the other hand, when a student has learned about the social skill but fails

to respond in a reliable fashion, researchers characterize this as a performance deficit. Research suggests that many students with disabilities have either skill or performance deficits in the area of social competency and need the carefully developed program plans that are associated with the IEP process.

CORE Competency Skills

Our review of the social skills literature suggests that social competency can be organized around the four interrelated areas of Cooperation, Organization, Responsibility, and Empathy (CORE). Research indicates that most educators value these qualities and implicitly or explicitly expect their students to demonstrate them and their component social skills on a daily basis. In fact, it is the rare teacher who does not require his or her students to (a) get along with adults and peers, (b) organize work and time, (c) take responsibility for his or her actions, and (d) develop meaningful relationships with others on a daily basis. Students with deficits in these areas are often referred for additional help or remediation, and for students with disabilities, this help or remediation often takes the form of the assessment and program development associated with the IEP process. The next section describes the essential features of the IEP process.

Making the IEP Relevant

Individualized Education Program (IEP) Basics

The IEP is fundamental to understanding special education. Special education, by definition, is "specially designed instruction" that is based on the individual student's unique learning needs. All students who receive special education services must have an IEP with the following features: Present Levels of Performance (PLOP), annual goals and short-term objectives, and a statement that delineates the special education services needed to make progress toward the student's annual goals. Additional IEP information often include statements about time spent within general education populations, modifications or adaptations that are needed for state or district assessments, statements that describe procedures for ongoing progress monitoring, behavior intervention plans that describe non-aversive strategies for teaching more appropriate behaviors to replace chronic problem behaviors, and statements related to any communication or technology needs that the student has, for example, Braille books, augmentative or assistive technology, and the like.

The IEP team is composed of the parent(s) or appropriate surrogate, general and special education teachers, a mental health professional (e.g., a psychologist, social worker, or counselor), and a representative of the local education agency. Others members of the IEP team might include evaluation experts or others with expertise regarding the child. After age 14, the student must also be invited to his or her IEP meeting. The IEP team meets to evaluate, identify, and design instructional interventions that will enable the student to receive a free and appropriate public education (FAPE), calculated to provide the student with a reasonable educational benefit in the least restrictive environment (LRE). The focus of the IEP meeting should always be the individual student's unique learning needs and the resulting program that outlines how these needs will be served. After the initial eligibility meeting, IEP meetings are held at least annually.

Annual Goals and Short Term Objectives

One of our objectives in writing this book is to provide a template that will teach educators, school psychologists, and service professionals how to write annual goals and behavioral objectives in the area of social competency. This section provides information gleaned from a variety of sources about definitions and the component parts of all behavioral objectives, as well as an example of an annual goal and its objectives. The reader should note that this section does not include information on Present Levels of Performance, another critical component of the IEP. For information on this topic, the reader is encouraged to review the reference materials listed in the resource pages at the end of the Cooperation, Organization, Responsibility, and Empathy sections.

Definitions

Annual goals. Annual goals are observable and measurable statements that predict the new knowledge and/or skills that the student will acquire over the next 12 months. Annual goals are often thought of as end of instruction statements based on the individual student's unique learning needs. In most states, annual goals are often linked to state model content standards.

Behavioral objectives. Behavioral objectives are observable and measurable statements that reflect progress toward the annual goal. Behavioral objectives are often thought of as intermediate steps or benchmarks that measure progress toward the annual goal. When developing behavioral objectives, members of the IEP team typically "task analyze" the critical components of the annual goal and any prerequisite or access skills that a student will need.

Components of Behavioral Objectives

Condition statement. A descriptive statement that outlines specific settings, circumstances, conditions, or assistance to be put in place so that the student can perform the targeted skill.

Behavior statement. A short statement that delineates the observable and measurable skill that the student will perform as a benchmark toward his or her annual goal.

Criterion statement. A precise statement of how well the student needs to perform the behavior listed above. The criterion statement is often represented using the following measurements: percentage, duration, frequency, and rate.

Examples of an Annual Goal and Behavioral Objectives

Annual Goal: Rosa will raise hand her hand when she has a question or comment.

Objective A: Rosa will, for 80 percent of the opportunities, raise her right hand above her head during fourth period math and wait for teacher acknowledgment when she has a question or comment. (Acquisition Learning Phase)

Objective B: Rosa will, for 90 percent of the opportunities, raise her right hand above her head during fourth period math and wait for teacher acknowledgment when she has a question or comment. (Mastery Learning Phase)

Objective C: Rosa will, for 90 percent of the opportunities, raise her right hand above her head during periods 1–3 (language arts, history, and science) and wait for teacher acknowledgment when she has a question or comment. (Generalization Learning Phase)

Please note that the objectives and goals in this book reflect our fundamental belief that students *below* the age of 14 also need to know and participate in the development of IEP goals and objectives. Whenever possible, elementary-age students should play an active role on the IEP team. Student participation during the IEP meeting may include: Running the meeting, expressing preferences and personal goals, and developing strategies for meeting IEP goals. We believe that this philosophy encourages student participation in the learning process and may result in increased goal attainment.

Final Thoughts

This book was written to help educators think about the goals and objectives used to develop social competence in a student by providing a template for (a) assessing the student's need for social competence goals and objectives, (b) writing goals and objectives across three phases of learning, and (c) listing instructional strategies that will help the student make progress toward his or her annual social competence goals.

As practitioners and researchers, we have observed that the IEP is too often relegated to a file drawer right after the annual IEP meeting. In fact, the purpose of the IEP often takes a back seat to the complicated procedural requirements that were put in place to protect students. In truth, the IEP is a working document that needs to be better understood and used. We believe that our concerns about IEP use are especially relevant to the inclusion of behavioral goals and objectives on IEPs. Unfortunately, we have seen too many IEPs that for one reason or another did not have behavioral goals or objectives included, even when assessment data suggested that these goals were needed to help the student receive a reasonable educational benefit. In other instances, we have seen many IEP goals and objectives not realized because the psychological complexities of behavior are difficult to articulate and even more difficult to bring to life through instruction.

We hope that this book will help educators, school psychologists, and related service personnel translate the IEP into an everyday living document that assists the student in gaining social competence. We encourage the reader to take a fresh look at the IEP and its integral role in outlining special education services that benefit children and youth with disabilities.

Sample IEP

CHILD'S NAME: Mary Smith **ID:** 599-0012345

DATE OF BIRTH: April 21, 1995 **DATE OF MEETING:** February 25, 2002

PARTICIPANTS: Mary Smith (Student), Barb Smith (Mother), Manual Ramirez (General Ed. Teacher), Jennifer Franklin (Special Education Teacher), Gary Williams (School Psychologist), Margaret Washington (Administrator)

PRESENT LEVELS OF PERFORMANCE

Informal and Formal Evaluation:

Teacher Interview Low levels of rule following on a daily basis. Often needs redirection or reminders to follow posted classroom rules and rules during recess and lunch periods.
Record Review 23 office referrals this year for not following teacher directions and classroom rules. 2 days of in-school suspension.
Direct Observation 48% of time academically engaged in both general and special education settings. Often attempts to play structured games during recess (4 square, kickball), but breaks rules and argues with peers to the point of an adult needing to intervene or Mary leaving the game and going off by herself.

Strengths:

Mary likes school and does well with structure and support.

Needs:

Mary has few friends and is having increased academic and social problems in both general and special education settings that have not responded to typical interventions.

ANNUAL GOAL — Goal includes: Realistic time period, student name, target behavior, criterion statement

Within one academic year, Mary, will follow classroom rules, 90% of the time, across academic settings.

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Sample IEP

SHORT-TERM INSTRUCTIONAL OBJECTIVES & SPECIAL EDUCATION SERVICES MODIFICATIONS	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
	Try to get as many staff involved as possible, including general education teachers.			
A. Mary will follow classroom rules in 4th period math for 80% of opportunities with specialized teacher/school psychologist support.	Acquisition Stage requires specialized support as the student learns the new skill.		To be determined by IEP Team	
A1. Explain to the student that you would like to help him/her find success in the classroom by following classroom rules.	Intervention Strategies and Related Services: Acquisition Stage.			
A2. Name the skill for the student "Following Classroom Rules" and define the critical rule "At school my behavior should always match our classroom rules."			To be determined by IEP Team	
A3.	Add additional Intervention Strategies here as determined by the IEP Team.			

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Sample IEP

SHORT-TERM INSTRUCTIONAL OBJECTIVES & SPECIAL EDUCATION SERVICES MODIFICATIONS	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
B. Mary will consistently follow classroom rules in 4th period math for 90% of opportunities with faded teacher/school psychologist support.	Mastery Stage requires faded support as the student masters the new skill.		To be determined by IEP Team	
B1.	Add Intervention Strategies and Related Services: Mastery Stage here.			
B2.				
B3.				
C. Mary will follow classroom rules in other academic settings for 90% of opportunities with minimal teacher/school psychologist support.	Generalization stage requires minimal support as the student demonstrates the skill independently—over time and across settings.			
C1.	Add Intervention Strategies and Related Services: Generalization Stage here.			
C2.				
C3.		Use Progress Proficiency Code in this column.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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section I

Cooperation

Cooperation Organization Responsibility Empathy

Introduction

Cooperation is one of the fundamental building blocks of social competence. It can be defined as the ability to work or act together toward a common end or purpose. Because most learning takes place in a social context, cooperation is central to any educational endeavor. Twenty-eight students all going in different directions in a classroom would make it very hard for learning to take place! The social context of learning is the verbal and nonverbal give-and-take between teachers and students and peers with peers. This give-and-take blends the individuals in a classroom into a harmonious group, where individual learning needs become interwoven with group learning needs. Individual and group cooperation, then, is essential to the learning process and the social development of the student.

Being able to work together and get along with others is the result of learning a number of social skills that allow elementary-age students to initiate and sustain relationships with both teachers and peers. Research suggests that educators view cooperation primarily as the ability to demonstrate compliance with teacher requests, and it is considered fundamental to success in school and non-school settings. However, some studies indicate that children view social competence a little differently than adults. Children view peers who demonstrate relationship-building skills as more socially competent than those who exhibit just compliance skills. This means that teacher and student perspectives of annual goals for cooperation may differ, and that goals designed for cooperation may have contextual applications dependent on the target of the cooperative interaction.

The sample annual goals selected for this section are based on research studies focusing on the social skills that younger students with disabilities need for social competency in the area of cooperation. The cooperation-related social skills that we have included in the following chapters are: Following Rules, Following Directions, Asking Questions, Sharing Materials, Joining Groups, and Asking Peers to Join.

Most of these cooperation-related social skills are complex and require that the student both develop an awareness of the skill and demonstrate the skill in multiple practice opportunities within the contexts of classroom and non-classroom areas. By linking knowing with doing, the student will likely move from the acquisition phase of learning to the generalization phase of learning as part of their IEP annual goals and objectives. As mentioned earlier, we believe that for a student to be considered competent in any skill (academic, social, or physical), the student will need to have mastered the skill and have the ability to generalize the skill over time and across settings.

Educators know that schools are becoming more diverse in both their mission and the students that they are being asked to serve. One indicator of this diversity is that students vary widely in developmental maturity, cognitive abilities, social skills, and life experiences when they enter school. These factors result in common skill and performance deficits in the area of cooperation, especially as these skills relate to students with disabilities. The chapters that follow are intended to help teachers identify students and to provide a template for helping teachers and school psychologists develop effective and efficient IEPs that address cooperation-related social skills.

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Decision Statement: If you have read the previous material and feel like your student may have a need in the area of cooperation, go to the following **Behavior Checklist for Cooperation**.

Behavior Checklist for Cooperation

The uncooperative elementary-age student may exhibit a variety of behaviors that disrupt teaching, learning, and adaptive adjustment. The checklist that follows is one method of determining if you need to plan and develop an IEP goal, with corresponding objectives. As you read the list below, think of a typical incident or situation when the student is uncooperative and check all items that apply.

- ❑ 1) Refuses verbally to follow directions. The student says "no", interrupts, changes subject, or argues while directions are being given.
- ❑ 2) Refuses nonverbally to follow directions. The student shakes head, looks away, or just ignores directions.
- ❑ 3) Does not ask follow-up questions about teacher directions.
- ❑ 4) Is socially isolated or does not join group activities.
- ❑ 5) Keeps materials to him or herself and does not share materials with peers as situation dictates.
- ❑ 6) Insists on doing things his or her way and does not defer to teacher or peer preferences.
- ❑ 7) Refuses to accept or entertain teacher/peer suggestions.
- ❑ 8) Does not know how to give and receive positive feedback.
- ❑ 9) Wastes time when he/she should be engaged in a teacher-directed activity.
- ❑ 10) Exhibits other uncooperative behaviors. List below:
- ❑ 11) _____
- ❑ 12) _____
- ❑ 13) _____
- ❑ 14) _____

❑ 15) _____

_____

_____

Reflection Statement: Behavioral assessments should include information-gathering strategies that incorporate multiple methods, multiple settings, and multiple informants. Information from behavioral assessments can provide teachers and school psychologists with important information on the adaptive, maladaptive, and functional aspects of the student's behavior. A description of assessment techniques is provided in Appendix I.

Decision Statement: If you have checked several of the behaviors listed on the **Behavior Checklist for Cooperation** and have additional assessment information (formal or informal) that supports your concerns, go to the following **Clarifying Questions** section.

Clarifying Questions

Clarifying questions are included as an additional form of assessment to help you rule out competing explanations for the behavior in question. Read each question below and document (a) if the behavior has been observed over time and across settings, (b) if the behavior occurs in the presence of more than one person, (c) if the behavior is possibly related to culturally specific expectations, and (d) if the behavior has an impact on academic performance. If other explanations become evident during this assessment, review suggested strategies that follow each question and implement before continuing.

Yes	No	
❑	❑	1) Have you observed the behaviors of concern *over time and across settings?* If not, the behaviors may be situation-specific and warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.
❑	❑	2) Have you observed the behaviors of concern in the presence of *more than one person*? If not, the behaviors may be interpersonal and warrant (a) social skills instruction, (b) specialized support from a counselor or school psychologist, and/or (c) additional behavioral assessment.
❑	❑	3) Have you observed similar behaviors with students of *different cultural backgrounds?* If not, the behaviors may be culturally based and warrant (a) developing teacher awareness of culture-specific behaviors, (b) instructional modifications or adaptations, and/or (c) culturally competent academic and behavioral assessments.
❑	❑	4) Do the behaviors of concern impact *academic performance?* If not, the behaviors of concern may not be disability-related but may warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.

Decision Statement: If you have identified several behaviors suggesting that your student needs assistance with cooperation skills, and the behaviors are not due to situational, interpersonal, or cultural issues, then go to the following Annual IEP Goals for Cooperation section.

Annual IEP Goals for Cooperation

Annual goals are observable and measurable statements reflecting the new knowledge and skills that the student will acquire over the ensuing 12 months. The goals, instructional objectives, and intervention strategies that follow have been designed using a template format. We have included in each chapter instructional objectives that will reflect progress toward the annual goal by taking the student through three phases of learning: the acquisition stage, the mastery stage, and the generalization stage. In addition, we have included intervention strategies designed to help the student meet each objective and, ultimately, their annual goal.

Advanced Organizer: Cooperation Chapters

- ❑ **Following Classroom Rules**
  (See Chapter 1 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Following Teacher Directions**
  (See Chapter 2 for short-term instructional objectives/benchmarks and intervention strategies for meeting this goal.)
- ❑ **Asking Questions**
  (See Chapter 3 for short-term instructional objectives/benchmarks and intervention strategies for meeting this goal.)
- ❑ **Sharing Materials With Peers**
  (See Chapter 4 for short-term instructional objectives/benchmarks and intervention strategies for meeting this goal.)
- ❑ **Joining Group Activities**
  (See Chapter 5 for short-term instructional objectives/benchmarks and intervention strategies for meeting this goal.)
- ❑ **Asking Peers to Join Activities**
  (See Chapter 6 for short-term instructional objectives/benchmarks and intervention strategies for meeting this goal.)

Reflection Statement: IEP goals and objectives need to be both observable and measurable. Examples of observable and measurable behavior statements include: *will finish, will join, will give, will invite, will wait, will verbally respond, will speak,* and the like. Remember, the goals and objectives that are included in this book should be adjusted as for your individual student's learning needs by the IEP team.

Self-Determination Statement: Whenever possible, your student should play an active role on the IEP team. Student participation during the IEP meeting may involve running the meeting, expressing preferences and personal goals, and developing strategies for meeting IEP goals. We believe that this strategy encourages student participation in the learning process and may result in increased goal attainment. For resources that help to promote student self-determination, please refer to Appendix 2 and Appendix 3.

Decision Statement: If you have checked one or more of the annual goals listed above, go to the corresponding chapter to review the suggested instructional objectives and intervention strategies.

Chapter 1: Following Classroom Rules

The following generic IEP form provides an annual goal and three short-term instructional objectives for following classroom rules. Instructional strategies for meeting each objective are also included. Remember to review baseline data to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period math) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Following Classroom Rules" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection information is given in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Following Classroom Rules

Annual Goal:

Mary will follow classroom rules within one academic year.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Mary will follow classroom rules in 4th period math 80% of the time with specialized teacher/school psychologist support.	Special education teacher.	Duration Recording plus documenting number of teacher prompts.		
B) Mary will follow classroom rules in 4th period math 90% of the time with faded teacher/school psychologist support.	Special education teacher and regular education teacher.	Duration Recording plus documenting number of teacher prompts to check for fading/ reduction process.		
C) Mary will follow classroom rules in other academic settings (Periods 1, 2, and 3) 90% of the time with minimal teacher/school psychologist support.	Regular education teacher(s).	Duration Recording only.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Mary will follow classroom rules in 4th period math 80% of the time with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help her find success in math class by following classroom rules.
- ❑ 2) Name the skill for the student, **"Following Classroom Rules,"** and define the critical rule—**"In math class, my behavior should always match our classroom rules."**
- ❑ 3) Discuss with the student your classroom rules for math period.
  Remember: Limit yourself to 3 to 5 classroom rules that are stated positively and that are behavior specific.
- ❑ 4) Ask the student to verbally list the classroom rules for 4th period math.
  Remember: Correct errors and reinforce correct responses immediately.
- ❑ 5) Discuss with the student examples and nonexamples of rule-following behavior.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 6) Ask student to tell you additional examples of rule-following behaviors and reinforce appropriate responses.
- ❑ 7) Model examples of rule-following behavior for your student.
  Remember: Always model rule-following behavior in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 8) Have student role play rule-following behavior with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of rule following.
- ❑ 9) Show student where you have posted your list of classroom rules for math.
  Remember: Post your rules in a prominent place in the classroom.
- ❑ 10) Ask student to write the list of rules and have her tape it to top of desk or other prominent place.
  Remember: Encourage student to be accurate, but allow her to be creative when decorating the list of rules by using pictures, multiple colors, etc.
- ❑ 11) Remind student that every time you see her demonstrating any of the classroom rules during math you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, stickers or tokens).

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Objective B:

Mary will consistently follow classroom rules in 4th period math 90% of the time with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice rule-following behaviors with socially competent peers in math class, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes rule-following behavior.
  Remember: Assign activities where reinforcement is available at the time of completion. Information should be sent home so specific behaviors can be outlined for adults in home.
- ❑ 3) Fade reinforcement as the student develops fluency in rule following. *Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.*
- ❑ 4) Review fading of prompts process with student.
  Remember: Encourage self-awareness and self-determination of student by reviewing progress to date and remarking on mastery of targeted skill.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with rule following.
  Remember: Precorrection is an instructional method that uses prompting and other strategies before an incorrect response to remind the student of the rules or expectations.

Objective C:

Mary will follow classroom rules in other classroom settings (Periods 1, 2, and 3) 90% of the time with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for rule following are the same in the generalization settings.
- ❑ 2) Review progress of rule following in math class and reinforce student's appropriate choices. Ask student to think of other places (classrooms, home) where the same rules may apply, and discuss importance of rule following in those settings.
- ❑ 3) Create opportunities for student to practice rule-following behavior with persons from generalization settings.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 5) Request data-based feedback from staff in generalization settings concerning rule-following behaviors of student.
- ❑ 6) Have student conduct self-assessment of rule-following behavior and verify with direct observation data.
- ❑ 7) Keep up a variable ratio schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for rule following.

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Chapter 2: Following Teacher Directions

The following generic IEP form provides an annual goal and three short-term instructional objectives for **following teacher directions**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 2nd period reading) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Following Teacher Directions" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Following Teacher Directions

Annual Goal:

Leif will follow teacher directions for 90% of opportunities.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Leif will follow teacher directions in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.	School psychologist and regular education teacher.	Event Recording.		
B) Leif will follow teacher directions in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.	Regular education teacher with school psychologist support.	Event Recording plus number of prompts.		
C) Leif will follow teacher directions in other classroom settings (periods 5, 6, 7) for 90% of opportunities with minimal teacher/school psychologist support.	Regular education teacher(s).	Event Recording plus feedback from other teachers.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Leif will follow teacher directions in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help him find success in the classroom by following teacher directions (or use other words that suit the individual needs of the student).
- ❑ 2) Name the skill, **"Following Teacher Directions,"** and define the critical rule—**"When my teacher asks me to do something in reading class, I will listen and follow directions."**
- ❑ 3) Ask student to tell you examples of following teacher directions in reading class and reinforce appropriate responses.
- ❑ 4) Discuss with the student examples and nonexamples of following teacher directions.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 5) With the student, make a list of behaviors associated with following teacher directions and place in a prominent place in reading class.
  Remember: Only list behavior specific examples of following teacher directions. Do not include nonexamples.
- ❑ 6) Model examples of following teacher directions for your student.
  Remember: Always model following teacher directions in the target setting(s) and if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have the student role play following teacher directions with you using pre-planned role plays or simulations.
  Remember: Students should never role play nonexamples of following teacher directions.
- ❑ 8) Remind the student that every time you see him demonstrating any behaviors associated with following teacher directions that you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Leif will follow teacher directions in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice following teacher directions with socially competent peers in reading class, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based work that promotes following teacher directions in reading class.
  Remember: Assign work that makes the student demonstrate self-awareness of behavior and appropriate choices when getting directives from teacher.
- ❑ 3) Fade reinforcement as the student develops fluency in following teacher directions.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 4) Use precorrection as an instructional method to reduce occasional problems with not following teacher directions.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules and expectations.*

Objective C:

Leif will follow teacher directions in other classroom settings (periods 5, 6, and 7) for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for following teacher directions are the same in the generalization settings.
- ❑ 2) Review progress to date in reading class and positively reinforce student's appropriate choices about directions. Ask student to think of other places or classrooms where the same expectations may apply, and discuss importance of following teacher directions in those settings.
- ❑ 3) Create opportunities for student to practice following teacher directions with persons from generalization settings. For example, have student respond to a list of directions given by principal and check for success.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 5) Request feedback from staff in generalization settings concerning behaviors associated with following teacher directions.
- ❑ 6) Have student conduct self-assessment of following teacher directions. Provide feedback to the student.
- ❑ 7) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for following teacher directions.

Chapter 3: Asking Questions

The following generic IEP form provides an annual goal and three short-term instructional objectives for **asking questions** when a student does not understand rules or directions. Instructional strategies for meeting each objective are also included. Remember to review baseline data to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 2nd period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Asking Questions" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Asking Questions

Annual Goal:

Rebekah will ask a question when she does not understand rules or directions in class.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning - Ending Date	Progress Proficiency
A) Rebekah will ask questions when she does not understand rules or directions in 2nd period language arts 8 out of 10 times with specialized teacher support.	Regular education teacher.	Event Recording.		
B) Rebekah will ask questions when she does not understand rules or directions in 2nd period language arts 9 out of 10 times with faded teacher support.	Regular education teacher.	Event Recording.		
C) Rebekah will ask questions when she does not understand rules or directions in other classrooms 9 out of 10 times with minimal teacher/school psychologist support.	Regular education teacher(s) with special education support.	Event Recording and teacher feedback of frequency.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Rebekah will ask questions when she does not understand rules or directions in 2nd period language arts 8 out of 10 times with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Name the skill for the student, **"Asking questions,"** and define the critical rule—**"When I have a question about rules or directions in language arts, I should ask my teacher."**
- ❑ 2) Ask student to discuss with you examples of how other students get attention from the teacher when they have a question.
- ❑ 3) Ask student to generate a list of behaviors with you that are acceptable, attention-seeking behaviors for times when she has a question.
  Remember: Keep the list short, concrete, and easy. See Appendix 1 for ideas on how to define and measure these behaviors.
- ❑ 4) Have student role play asking questions with you in language arts using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of asking questions.
- ❑ 5) Remind student that every time she asks questions appropriately you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

Rebekah will ask questions when she does not understand rules or directions in 2nd period language arts 9 out of 10 times with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

❑ 1) Have student share specific examples of when she asked questions appropriately in class.
Remember: Reinforce student-generated responses and prompt continued progress on this goal.

❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected. Give the student recent examples of when she has asked questions appropriately and what kind of reinforcement she received from you.
Remember: Be sure that the examples that you share with your student are behavior specific and prompt continued progress on this goal.

❑ 3) Have the student practice asking questions with a socially competent language arts peer, using untrained role plays or simulations.
Remember: Actively monitor role plays and provide immediate feedback as necessary.

❑ 4) Fade reinforcement as the student develops fluency in asking questions.
Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.

❑ 5) Use precorrection as an instructional method for reducing occasional problems with asking questions.
*Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response to remind the student of the rules or expectations.*

Objective C:

Rebekah will ask questions when she does not understand rules or directions in other classrooms 9 out of 10 times with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student is demonstrating asking questions appropriately on a **consistent** basis, talk with student and praise mastery of skills.
- ❑ 2) Ask student to think of other places or classrooms where asking questions is important.
- ❑ 3) Verify that expectations for asking questions are the same in the proposed generalization settings as they are in your setting.
- ❑ 4) Create opportunities for student to practice asking questions in the generalization settings. For example, rehearse one question with student that she should ask at the beginning of an activity in other classrooms.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student asking questions appropriately.
- ❑ 7) Have student conduct self-assessment of behaviors associated with asking questions and verify with direct observation information derived from the generalization settings.
  Remember: Reinforce correct responses and problem-soive concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for asking questions.

Chapter 4: Sharing Materials With Peers

The following generic IEP form provides an annual goal and three short-term instructional objectives for **sharing materials with peers**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 3rd period reading) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Sharing Materials with Peers" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix I.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Sharing Materials With Peers

Annual Goal:

Miguel will share materials with peers when asked or when he recognizes a need.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Miguel will share materials with peers in 3rd period reading for 80% of opportunities with school psychologist support.	School psychologist.	Event Recording and frequency of prompts.		
B) Miguel will share materials with peers in 3rd period reading for 90% of opportunities with faded teacher/school psychologist support.	Regular education teacher with school psychologist support.	Event Recording.		
C) Miguel will share materials with peers in 3rd, 4th, and 5th periods for 90% of opportunities with minimal teacher support.	Regular education teacher(s).	Teacher feedback plus Event Recording in 4th and 5th periods.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Miguel will share materials with peers in 3rd period reading for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you would like to help him get along with his peers. Use words that fit the needs of the student.
- ❑ 2) Name the skill for the student, **"Sharing Materials,"** and define the critical rule—**"When a classmate needs something that you are not using, share the materials that are needed."**
- ❑ 3) Ask student to discuss with you examples of how other students in reading class share materials when they see a peer in need.
  Remember to positively reinforce appropriate responses.
- ❑ 4) With the student, develop a written list of materials in the classroom that can be shared with other students. Post in a prominent place.
- ❑ 5) With the student, develop procedures of what to do when asked to share materials (e.g., take turns, ask for something back, offer a trade, etc.).
- ❑ 6) Model examples of sharing materials for your student.
  Remember: Always model sharing materials in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play sharing materials with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of sharing materials.
- ❑ 8) Remind student that every time he shares materials appropriately in reading class you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Miguel will share materials with peers in 3rd period reading for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share specific examples of when he shared materials appropriately in reading class.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected. Give the student recent examples of when he has demonstrated appropriate sharing of materials and what kind of reinforcement he received from you.
  Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Have the student practice sharing materials with a socially competent peer in reading class, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as necessary.
- ❑ 4) Fade reinforcement as the student develops fluency in sharing materials in reading class.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with sharing materials.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Miguel will share materials with peers in 3rd, 4th, and 5th periods for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished:_____

- ❑ 1) When the student is demonstrating sharing materials with peers on a consistent basis with **minimal** reinforcement, talk with the student and praise mastery of skills.
- ❑ 2) Ask student to think of other places or classrooms where sharing materials appropriately is important.
- ❑ 3) Verify that expectations for sharing materials are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice sharing materials with persons from the generalization settings. For example, pair student with peers for group projects that cross over content standards.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student sharing materials appropriately.
- ❑ 7) Have student conduct self-assessment of behaviors associated with sharing materials and verify with feedback from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for sharing materials.

Chapter 5: Joining Group Activities

The following generic IEP form provides an annual goal and three short-term instructional objectives for **joining group activities**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 5th period social studies) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Joining Group Activities" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Joining Group Activities

Annual Goal:

Emma will join group activities in class for 90% of opportunities.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Emma will join with group activities in 5th period social studies for 80% of opportunities with specialized teacher support.	Special education teacher.	Event Recording and teacher observations.		
B) Emma will join with group activities in 5th period social studies for 90% of opportunities with faded teacher support.	Special education teacher with support from regular education teacher.	Event Recording and frequency of prompts.		
C) Emma will join with group activities in 3rd, 4th, and 6th periods for 90% of opportunities with minimal teacher support.	Regular education teacher(s).	Event Recording and teacher feedback.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Emma will join group activities in 5th period social studies for 80% of opportunities with specialized teacher support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain why joining group activities appropriately is an important part of your classroom.
- ❑ 2) Name the skill for the student, **"Joining Activities,"** and define the critical rule—**"When your teacher says 'get into groups' you should find at least two other students, stay with them, and wait for additional instructions"** (or other rules that fit the needs of the student).
- ❑ 3) With the student, define joining group activities using examples and nonexamples.
- ❑ 4) Verbally break down into steps what you want the student to do as part of joining group activities (e.g., "ask your neighbors to be in your group" or "find someone who is not in a group and ask them to sit with you").
- ❑ 5) Model examples of joining group activities for your student.
  Remember: Always model joining activities in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 6) Have student role play joining group activities with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of joining group activities.
- ❑ 7) Remind student that every time she joins group activities appropriately you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

Emma will join with group activities in 5th period social studies for 90% of opportunities with faded teacher support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

- ❑ 1) Have student share specific examples of when she joined groups appropriately in class.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected. Give the student recent examples of when she has appropriately joined a group and what kind of reinforcement she received from you.
  Remember: Be sure that the examples that you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Have the student practice joining group activities with a group of socially competent peers, using untrained role plays or simulations
  Remember: Actively monitor role plays and provide immediate feedback as necessary.
- ❑ 4) Fade reinforcement as the student develops fluency in joining groups.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with joining groups.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Emma will join with group activities in 3rd, 4th, and 6th periods for 90% of opportunities with minimal teacher support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student is demonstrating joining group activities on a consistent basis with **minimal** reinforcement, talk with student and praise mastery of skills.
- ❑ 2) Ask student to think of other places or classrooms where joining group activities appropriately is important.
- ❑ 3) Verify that expectations for joining groups are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice joining groups with persons from the generalization settings. For example, direct student to request assistance in group projects that cross content standards.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including data that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student joining groups appropriately.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with joining groups and verify with direct information derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for joining groups.

Chapter 6: Asking Peers to Join Activities

The following generic IEP form provides an annual goal and three short-term instructional objectives for **asking peers to join activities.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 1st period reading) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Asking Peers to Join Activities" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Asking Peers to Join Activities

Annual Goal:

Kim will verbally ask peers to join her during an activity.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Kim will ask peers to join in activities in 1st period reading for 80% of opportunities with specialized teacher/school psychologist support.	School psychologist and special education teacher.	Event Recording and frequency count of prompts and reinforcement.		
B) Kim will ask peers to join in activities in 1st period reading for 90% of opportunities with faded teacher/school psychologist support.	Special education teacher.	Event Recording.		
C) Kim will ask peers to join in activities in reading, math, and social studies periods for 90% of opportunities with minimal teacher/school psychologist support.	Special education teacher, plus regular education teacher(s).	Event Recording and teacher feedback forms.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Kim will ask peers to join in activity in 1st period reading for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help her become a good friend and classmate to peers (use words that are appropriate for your student).
- ❑ 2) Name the skill, **"Asking Peers to Join Activities,"** and define the critical rule— **"When you want to do something with a friend or friends, you need to ask them to join the activity."**
- ❑ 3) Ask student to verbally list times or activities in the classroom when students must work together.
- ❑ 4) Define with the student what the word "invitation" means, using examples and nonexamples.
- ❑ 5) With the student, list two or three activities where you would like to see her invite a peer to join the activity (e.g., computer time, snack, class assignments, etc.).
- ❑ 6) Model examples of asking peers to join activities for your student.
  Remember: Always model asking peers to join activities in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play asking peers to join activities with you, using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of asking peers to join activities.
- ❑ 8) Remind student that every time she asks peers to join activities appropriately in reading class you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Kim will ask peers to join in activities in 1st period reading for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

❑ 1) Have student share specific examples of when she asked peers to join activities appropriately in class.
Remember: Reinforce student-generated responses and prompt continued progress on this goal.

❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected. Give the student recent examples of when she has appropriately asked peers to join group activities and what kind of reinforcement she received from you.
Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.

❑ 3) Have the student practice asking peers to join group activities with socially competent peers in reading class, using untrained role plays or simulations.
Remember: Actively monitor role plays and provide immediate feedback as necessary.

❑ 4) Fade reinforcement as the student develops fluency in asking peers to join group activities.
Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.

❑ 5) Use precorrection as an instructional method for reducing occasional problems with asking peers to join activities.
*Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response to remind the student of the rules or expectations.*

Objective C:

Kim will ask peers to join in activities in reading, math, and social studies periods for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student is demonstrating asking peers to join group activities with **minimal** reinforcement, talk with student and praise mastery of skills.
- ❑ 2) Ask student to think of other places or classrooms where asking peers to join activities appropriately is important.
- ❑ 3) Verify that expectations for asking peers to join activities are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice asking peers to join activities with persons from the generalization settings. For example, ask teachers in other classes for group activity ideas and coordinate across content standards so that projects connect from one class to another.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student asking peers to join activities appropriately.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with asking peers to join activities and verify with direct observation information derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for asking peers to join activities.

Resources for Cooperation

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Charney, R. S. (1992). *Teaching children to care: Management in the responsive classroom.* Greenfield, MA: Northeast Foundation for Children.

Colvin, G., & Sugai, G. (1988). Proactive strategies for managing social behavior problems: An instructional approach. *Education and Treatment of Children, 11,* 341–348.

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Gresham, F. M., & Elliot, S. N. (1991). *Social skills intervention guide.* Circle Pines, MN: American Guidance Service.

Greshman, F. M., & Macmillan, D. L. (1997). Social competence and affective characteristics of students with mild disabilities. *Review of Educational Research, 67,* 377–415.

Evertson, C., Emmer, E. T., & Worsham, M. E. (2000). *Classroom management for elementary teachers* (5th ed.). Boston, MA: Allyn and Bacon.

Kirschenbaum, H. (1995). *100 ways to enhance values and morality in school and youth settings.* Boston, MA: Allyn and Bacon.

Knapczyk, D. R., & Rodes, P. G. (1996). *Teaching social competence: A practical approach for improving social skills in students at-risk.* Pacific Grove, CA: Brooks/Cole.

Kukic, S., & Schrag, J. (1998). *IEP connections for a dynamic, living, practical process.* Longmont, CO: Sopris West.

Sugai, G., & Lewis, T. J. (1996). Preferred and promising practices for social skills instruction. *Focus on Exceptional Children, 29*(4), 1–16.

Walker, H. M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in school: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

Webster-Stratton, C. (1999). *How to promote children's social and emotional competence.* London: Paul Chapman.

Wolery, M., Bailey, D. B., Jr., & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional children.* Boston, MA: Allyn and Bacon.

section II

Organization

Cooperation Organization Responsibility Empathy

Introduction

Teachers and school psychologists recognize the positive impact that organizational skills have on learning. Children who learn how to organize time and materials, and who choose and take action on personal goals are able to utilize critically important skills that foster a positive learning environment.

Teachers and other adults often attribute social competence and character to students who demonstrate organizational skills. These skills, if maintained over time, may even result in more effective transitions from school to meaningful post-school situations. However, many children with disabilities need additional support and services to establish consistent organizational skills. The goals and objectives that follow will provide a framework for teaching students with disabilities these critically important skills.

A considerable amount of research exists on teaching students study and organizational skills. In addition, a growing body of literature is emerging that teaches elementary-age students how to choose personal goals and to take action toward meeting their goals. Our review of this literature suggests that students need to be directly taught ways to organize time and materials, and to select appropriate goals. For example, expectations about what constitutes "being prepared" vary greatly across classrooms. The effective teacher/school psychologist will carefully define the organizational skill "being prepared" for students by describing the expectation using examples and nonexamples. This method provides valuable information for the student about what the skill looks like and how and when the behavior is to be performed. However, just knowing about "being prepared" is insufficient; students need also to engage in practice opportunities until they are fluent with the targeted organizational skill. As the student moves from the acquisition stage to the generalization stage of learning, he or she will also be moving from predominately teacher-directed instruction toward more self-directed learning.

This section on organization focuses on skills that are observable and measurable. The following six chapters provide a template for IEP annual goals and objectives that address material preparation, starting a task, staying on-task, completing a task, choosing personal goals, and evaluating personal goals. We believe that each of these chapters is critical to developing both academic and social competence, because students that are able to organize time, material, and formulate goals benefit both academically and socially. As these skills become more ingrained over time and across settings, social competence will increase, as should learning.

Decision Statement: If you have read the previous material and feel like your student may have a need in the area of organization, go to the **Behavior Checklist for Organization** section on the following page.

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Behavior Checklist for Organization

Children who have difficulty with organization often lack the skills to manage both time and materials. The resulting behaviors often disrupt the classroom, since the teacher constantly needs to provide supplemental materials and external structure to start a task, stay on-task, or complete a task. The checklist that follows is one method of determining if you need to plan and develop an organizational IEP goal and corresponding objectives. As you read the list below, think of a typical incident or situation when the student is disorganized and check all items that apply.

- ❑ 1) Does not bring instructional materials to class. Examples may include forgetting pencils, paper, books, or not returning homework or assignments.
- ❑ 2) Instructional materials contain marks, doodles, or are damaged.
- ❑ 3) Student does not begin task within accepted time limits following a clear direction by the teacher or school psychologist.
- ❑ 4) Student starts and stops instructional tasks at a rate or intensity that is different than age or developmental norms.
- ❑ 5) Student is academically engaged less than 50% of the time.
- ❑ 6) Student does not complete tasks within stated time limits, and this is not due to task difficulty.
- ❑ 7) Student is disruptive to peers during independent work periods. Examples may include walking around room, playing in desk, or asking peers or teachers for needed materials.
- ❑ 8) Student is unable to express academic preferences (e.g., subject areas, teachers, academic content) as a goal.
- ❑ 9) Student is unable to express personal preferences as a goal.
- ❑ 10) Other disorganized behaviors that you have observed. List below:
- ❑ 11) _____
  _____
  _____
- ❑ 12) _____
  _____
  _____
- ❑ 13) _____
  _____
  _____
- ❑ 14) _____
  _____
  _____

❑ 15) _____

_____

_____

Reflection Statement: Behavioral assessments should include information-gathering strategies that incorporate multiple methods, multiple settings, and multiple informants. Information from behavioral assessments can provide teachers and school psychologists with important information on the adaptive, maladaptive, and functional aspects of the student's behavior. A sample list of assessment instruments is provided in Appendix 1.

Decision Statement: If you have checked several of the behaviors listed on the **Behavior Checklist for Organization** and have additional assessment information (formal or informal) that supports your concerns, go to the following **Clarifying Questions** section.

Clarifying Questions

Clarifying questions are included as an additional form of assessment to help you rule out competing explanations for the behavior in question. Read each question below and document (a) if the behavior has been observed over time and across settings, (b) if the behavior occurs in the presence of more than one person, (c) if the behavior is possibly related to culturally specific expectations, and (d) if the behavior has an impact on academic performance. If other explanations become evident during this assessment, review the suggested strategies that follow each question and implement before continuing.

Yes	No	
❑	❑	1) Have you observed the behaviors of concern *over time and across settings?* If not, the behaviors may be situation-specific and warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.
❑	❑	2) Have you observed the behaviors of concern in the presence of *more than one person?* If not, the behaviors may be interpersonal and warrant (a) social skills instruction, (b) specialized support from a counselor or school psychologist, and/or (c) additional behavioral assessment.
❑	❑	3) Have you observed similar behaviors with students of *different cultural backgrounds?* If not, the behaviors may be culturally based and warrant (a) developing teacher/school psychologist awareness of culture-specific behaviors, (b) instructional modifications or adaptations, and/or (c) culturally competent academic and behavioral assessments.
❑	❑	4) Do the behaviors of concern impact *academic performance?* If not, the behaviors of concern may not be disability-related but may warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.

Decision Statement: If you have identified several behaviors that suggest organizational skills are a need for your student, and the behavior is not due to situational, interpersonal, or cultural issues, then go to the following **Annual IEP Goals for Organization** section.

Annual IEP Goals for Organization

As we stated earlier, annual goals are observable and measurable statements reflecting the new knowledge and skills that the student will acquire over the ensuing 12 months. The goals, instructional objectives, and intervention strategies that follow have been designed using a template format. We have included in each chapter instructional objectives that will reflect progress toward the annual goal by taking the student through three phases of learning: the acquisition stage, the mastery stage, and the generalization stage. In addition, we have included intervention strategies designed to help the student meet each objective and, ultimately, their annual goal.

Advanced Organizer: Organization Chapters

- ❑ **Managing Materials**
  (See Chapter 7 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Managing Time**
  (See Chapter 8 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Staying On-Task**
  (See Chapter 9 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Completing Assignments**
  (See Chapter 10 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Making Goals**
  (See Chapter 11 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Evaluating Goals**
  (See Chapter 12 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

Reflection Statement: IEP goals and objectives need to be both observable and measurable. Examples of observable and measurable behavior statements include: *will complete, will join, will give, will invite, will wait, will write, will verbally respond,* and the like. Remember, the goals and objectives that are included in this book should be adjusted as for your individual student's learning needs by the IEP team.

Self-Determination Statement: Whenever possible, your student should play an active role on the IEP team. Student participation during the IEP meeting may involve running the meeting, expressing preferences and personal goals, and developing strategies for meeting IEP goals. We believe that this strategy encourages student participation in the learning process and may result in increased goal attainment. For resources that help to promote student self-determination, please refer to Appendix 2 and Appendix 3.

Decision Statement: If you have checked one or more of the annual goals listed above, go to the corresponding chapter to review the suggested instructional objectives and intervention strategies.

Chapter 7: Managing Materials

The following generic IEP form provides an annual goal and three short-term instructional objectives for managing materials. Instructional strategies for meeting each objective are also included. Remember to review baseline data to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 2nd period math) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Managing Materials" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Managing Materials

Annual Goal:

Jared will have all instructional materials ready and on his desk at the beginning of each class period.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning - Ending Date	Progress Proficiency
A) Jared will have instructional materials (book, paper, and pencil) on desk by the start of 2nd period math 8 out of 10 times with specialized teacher/school psychologist support.	Regular education teacher with special education teacher.	Event Recording.		
B) Jared will have instructional materials (book, paper, and pencil) on desk by the start of 2nd period math 9 out of 10 times with faded teacher/school psychologist support.	Regular education teacher.	Event Recording after teacher prompts.		
C) Jared will have instructional materials (book, paper, and pencil) on desk in 2nd, 3rd, and 4th periods 9 out of 10 times with minimal teacher/school psychologist support.	Regular education teacher(s).	Event Recording and teacher feedback forms.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Jared will have instructional materials (book, paper, and pencil) on desk by the start of 2nd period math 8 out of 10 times with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished:_____

- ❑ 1) Explain to the student your concern that he is not prepared for lessons, and say that you would like to support him in learning to show good readiness skills (or use words that are appropriate for your student).
- ❑ 2) Name the skill for the student, **"Being Prepared,"** and define the critical rule—**"At the beginning of each period, I should have my book, paper, pencil, and other materials ready and on my desk."**
- ❑ 3) With the student, make a list of materials needed for class and post in a prominent place.
- ❑ 4) With the student, review current methods for organizing and preparing materials (e.g., desk, binders, backpack) and collaboratively implement necessary changes. Make sure that student has necessary materials at school.
- ❑ 5) Discuss with the student examples and nonexamples of being prepared.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 6) Ask the student to tell you additional examples of being prepared and reinforce appropriate responses.
- ❑ 7) Model examples of prepared behavior for your student in classroom at the beginning of 2nd period math.
  Remember: Always model behaviors associated with being prepared in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 8) Have student practice being prepared with you, using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of being prepared.
- ❑ 9) Remind student that every time you see him demonstrating behaviors associated with being prepared you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

Jared will have instructional materials (book, paper, and pencil) on desk by the start of 2nd period math 9 out of 10 times with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share specific examples of when he was prepared before instruction.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation information or other information that you have collected. Give the student recent examples of when you observed target behavior and reinforce progress toward goal.
  Remember: Be sure that the examples that you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Fade reinforcement as the student develops fluency in being prepared in 2nd period math.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with being prepared.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response.*

Objective C:

Jared will have instructional materials (book, paper, and pencil) on desk in 2nd, 3rd, and 4th periods 9 out of 10 times with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student is prepared for instruction on a consistent basis with **minimal** reinforcement in 2nd period math, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where being prepared is important.
- ❑ 3) Verify that expectations for being prepared are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice being prepared with persons from the generalization settings. For example, make preparations for transporting materials from one classroom to another; have list ready to hand to new teacher; have student check off periods where he is prepared.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student being prepared for instruction.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with being prepared and verify with direct observation data derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for being prepared for instruction.

Chapter 8: Managing Time

The following generic IEP form provides an annual goal and three short-term instructional objectives for managing time. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period math) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Managing Time" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Managing Time

Annual Goal:

Tyron will start all instructional activities within 15 seconds of teacher request.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Tyron will start work on assigned instructional activity within 30 seconds of teacher request during 4th period math with specialized teacher/school psychologist support.	Regular education teacher with school psychologist support.	Latency Recording and frequency counts of prompts.		
B) Tyron will start work on assigned instructional activity within 20 seconds of teacher request during 4th period math with faded teacher/school psychologist support.	Regular education teacher and special education teacher.	Latency Recording.		
C) Tyron will start work on assigned instructional activity within 15 seconds of teacher request in 2nd, 3rd, and 4th periods with minimal teacher/school psychologist support.	Regular education teacher(s).	Latency Recording.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Tyron will start work on assigned instructional activity within 30 seconds of teacher request during 4th period math with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help him improve his work skills in class and how starting work on time helps success.
- ❑ 2) Name the skill for the student, **"Starting Work,"** and define the critical rule—**"After my teacher finishes giving the class directions, I should begin work immediately."**
- ❑ 3) Spend time with student in activities that develop time awareness.
  Remember: Use the same method for each presentation. For example, "One one-thousand…Two one-thousand" or "One Mississippi…Two Mississippi…."
- ❑ 4) Show the student where the class clock is and visually identify an acceptable time for starting work after the teacher prompt.
  Examples of time measurement strategies can be found in Appendix 1.
- ❑ 5) Discuss with the student examples and nonexamples of starting work.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 6) Ask the student to tell you additional examples of starting work and reinforce appropriate responses.
- ❑ 7) Model examples of starting work for your student.
  Remember: Always model behaviors associated with starting work in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 8) Have student role play rule starting work with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of starting work.
- ❑ 9) Remind student that every time you see him demonstrating behaviors associated with starting work you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Tyron will start work on assigned instructional activity within 20 seconds of teacher request during 4th period math with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

- ❑ 1) Have student share specific examples of when he started instruction within acceptable time limits.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing data from latency recording or other information that you have collected. Give the student recent examples of when you observed target behavior and reinforce progress toward goal.
  Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Have the student practice starting work in 4th period math with a socially competent peer using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as necessary.
- ❑ 4) Fade reinforcement as the student develops fluency in starting work.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with being prepared.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response.*

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Objective C:

Tyron will start work on assigned instructional activity within 15 seconds of teacher request in 2nd, 3rd, and 4th periods with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student starts work on a consistent basis with **minimal** reinforcement in 4th period math, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where starting work appropriately is important.
- ❑ 3) Verify that expectations for starting work are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice starting work with persons from the generalization settings. For example, use peer "buddies" in other subject classrooms to model behaviors.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student starting work appropriately.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with starting work and verify with direct observation information derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for starting working appropriately.

Chapter 9: Staying On-Task

The following generic IEP form provides an annual goal and three short-term instructional objectives for **staying on-task.** Instructional strategies for meeting each objective are also included. Remember to review baseline data to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 2nd period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Staying On-Task" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Staying On-Task

Annual Goal:

Aaron will stay on-task during academic instruction or independent seatwork 90% of the time.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd period language arts 80% of the time with specialized teacher/school psychologist support.	School psychologist.	Duration Recording.		
B) Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd period language arts 90% of the time with faded teacher/school psychologist support.	School psychologist.	Duration Recording.		
C) Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd, 3rd, and 4th periods 90% of the time with minimal teacher/school psychologist support.	School psychologist and regular education teacher(s).	Duration Recording and teacher feedback forms.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd period language arts 80% of the time with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help him become more successful in the classroom by staying on-task (or use words that are appropriate for your student).
- ❑ 2) Name the skill for the student, **"Being On-Task,"** and define the critical rule—**"After my teacher finishes giving my class directions, I should begin work immediately and continue working until I finish or I am told to stop."**
- ❑ 3) Define, with the student, what the word "on-task" means, using examples and nonexamples.
  Examples of how to measure on-task behavior with the student can be found in Appendix I.
- ❑ 4) Model examples of on-task behavior for your student.
  Remember: Always model behaviors associated with the skill in the target setting and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 5) Have student role play being on-task in the classroom with you using pre-planned role plays or simulations.
  Remember: Students should never role play nonexamples of being on-task.
- ❑ 6) Remind student that every time you see him demonstrating behaviors associated with being on-task you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd period language arts 90% of the time with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share specific examples of when he has remained on-task in 2nd period language arts.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing information from duration recording or other information that you have collected. Give the student recent examples of when you observed target behavior and reinforce progress toward goal.
  Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Fade reinforcement as the student develops fluency in being on-task.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with on-task behavior.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Aaron will have eyes on teacher, eyes on task, or be engaged in a task-related activity in 2nd, 3rd, and 4th periods 90% of the time with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student demonstrates being on-task on a consistent basis with **minimal** reinforcement in 2nd period language arts, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where being on-task is important.
- ❑ 3) Verify that expectations for being on-task are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice being on-task with persons from the generalization settings. For example, have student demonstrate on-task behaviors for teachers in other periods.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student being on-task.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with being on-task and verify with direct observation data derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for being on-task.

Chapter 10: Completing Assignments

The following generic IEP form provides an annual goal and three short-term instructional objectives for **completing assignments.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period social studies) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Completing Assignments" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Completing Assignments

Annual Goal:

Gabrielle will complete assigned instructional tasks for 90% of opportunities.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Gabrielle will complete assigned instructional tasks during 4th period social studies for 80% of opportunities with specialized teacher support.	Regular education teacher with special education teacher support.	Event Recording.		
B) Gabrielle will complete assigned instructional tasks during 4th period social studies for 90% of opportunities with faded teacher support.	Regular education teacher.	Event Recording.		
C) Gabrielle will complete assigned instructional tasks during 4th, 5th, and 6th periods for 90% of opportunities with minimal teacher support.	Regular education teacher with special education teacher support.	Event Recording with teacher feedback and assignment grades.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Gabrielle will complete assigned instructional tasks during 4th period social studies for 80% of opportunities with specialized teacher support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help her complete school work and describe the positive consequences associated with completing instructional tasks.
- ❑ 2) Name the skill for the student, **"Completing Work,"** and define the critical rule—**"Work assigned by my teacher should be completed by the day or time given to me by my teacher."**
- ❑ 3) Discuss with the student examples and nonexamples of completing work.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to give additional examples of completing work and reinforce appropriate responses.
- ❑ 5) As part of your role-play training, break down into steps what you want the student to do as part of the completing work skill (e.g., check answers, be sure name is on paper, raise hand and let teacher know that you have completed your work, and take completed work to turn-in box).
- ❑ 6) Model examples of completing work for your student. For example, show her how you organize your work and the process of completion.
  Remember: Always model behaviors associated with completing work in the target setting and if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play completing work with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of completing work.
- ❑ 8) Remind student that every time you see him or her demonstrating behaviors associated with completing work you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Gabrielle will complete assigned instructional tasks during 4th period social studies for 90% of opportunities with faded teacher support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share specific examples of when she has completed work in 4th period social studies.
  Remember: Reinforce student-generated responses and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected. Give the student recent examples of when you observed target behavior and reinforce progress toward goal.
  Remember: Be sure that the examples that you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Have the student practice completing tasks with a socially competent peer in social studies using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as necessary.
- ❑ 4) Fade reinforcement as the student develops fluency in completing tasks.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with task completion.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response.*

Objective C:

Gabrielle will complete assigned instructional tasks during 4th, 5th, and 6th periods for 90% of opportunities with minimal teacher support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student demonstrates task completion on a consistent basis with **minimal** reinforcement, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where completing tasks is important.
- ❑ 3) Verify that expectations for completing tasks are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice completing tasks with persons from the generalization settings. For example, have student document when peers in other periods complete work and report back to you what she observed..
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student completing assigned tasks.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with completing tasks and verify using direct observation information derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for completing tasks.

Chapter 11: Making Goals

The following generic IEP form provides an annual goal and three short-term instructional objectives for **writing personal goals.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Note: Chapters 11 and 12 can be implemented at the same time.

Measurement Statement: "Making Goals" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Making Goals

Annual Goal:

Guillermo will write a personal goal from one of the CORE competency domains.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Guillermo will write **one** goal selected from the CORE competency domains during 4th period language arts each day for two school weeks with specialized teacher/school psychologist support.	Special education teacher plus school psychologist.	Documentation checked by teacher.		
B) Guillermo will write **one** weekly goal selected from the CORE competency domains during 4th period language arts each week for eight school weeks with faded teacher/school psychologist support.	Special education teacher and regular education teacher.	Documentation checked by teacher.		
C) Guillermo will write **one** weekly goal selected from the CORE competency domains that applies in at least two settings each week for eight school weeks with minimal teacher/school psychologist support.	Regular education teacher(s) plus school psychologist.	Documentation checked by teacher.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

*Guillermo will write **one** goal selected from the CORE competency domains during 4th period language arts each day for two school weeks with specialized teacher/support.*

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to the student that you would like to help him have opportunities to choose and write personal goals and describe the positive consequences associated with goal writing.
- ❑ 2) Name the skill for the student, **"Writing Goals,"** and define the critical rule—**"I can write personal goals when I want to improve my behavior."**
- ❑ 3) Discuss with the student examples and nonexamples of goal setting and goal writing.
  Remember: Use a 5-to-1 ratio of examples to nonexamples. Be sure to identify in easily recognizable terms the critical features of a quality goal—that it should be both observable and measurable.
- ❑ 4) Ask the student to give additional examples of goal setting and reinforce appropriate responses.
  Remember: Use prompts if the student has difficulty thinking of examples.
- ❑ 5) Provide written examples of goals for your student.
  Remember: Follow the same format for each goal example that you present to the student.
- ❑ 6) Have student practice writing goals with you using a preplanned worksheet with the same format as the goal examples above.
  Remember: Have the student identify the observable and measurable components of each practice goal. Reinforce correct identification of these components.
- ❑ 7) Share with your student that you would like him to write a goal that can be met in one day from one of the CORE competency domains (i.e., cooperation, organization, responsibility, or empathy).
- ❑ 8) After defining each competency domain, ask the student to conduct a self-assessment and have him select an area to work on that can be written as a goal.
- ❑ 9) Have the student write a personal goal using the format taught above. Reinforce correct format and effort.
- ❑ 10) Remind student that every time you see him demonstrating behaviors that are associated with the selected goal you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

*Guillermo will write **one** weekly goal selected from the CORE competency domains during 4th period language arts each week for eight school weeks with faded teacher/school psychologist support.*

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share with you examples of student-generated written goals.
  Remember: Reinforce examples and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected on goal writing.
  Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Share with your student your desire to have him write a goal that can be met in one week from one of the CORE competency domains (i.e., cooperation, organization, responsibility, or empathy).
- ❑ 4) Ask the student to conduct a self-assessment and have him select an area to work on that can be written as a goal.
- ❑ 5) Have the student write a personal goal using the format taught above. Reinforce correct format and effort.
- ❑ 6) Fade reinforcement as the student develops fluency in writing goals.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 7) Use precorrection as an instructional method for reducing occasional problems with goal writing.
  *Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response.*

Objective C:

*Guillermo will write **one** weekly goal selected from the CORE competency domains that applies in at least two settings each week for eight school weeks with minimal teacher/school psychologist support.*

Intervention Strategies: Generalization Stage of Learning

Date Accomplished:_____

- ❑ 1) When the student demonstrates the ability to write goals on a consistent basis with **minimal** reinforcement, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where goal writing is important.
- ❑ 3) Verify that expectations for goal writing are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice goal writing with persons from the generalization settings. For example, have student write a goal with a peer in another setting and show you the results.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Create opportunities for student to practice goal writing in the generalization settings.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 6) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 7) Request feedback from staff in generalization settings concerning the student writing weekly goals.
- ❑ 8) Have student conduct a self-assessment of behaviors associated with goal writing and verify with direct observation data derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 9) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for writing personal goals.

Chapter 12: Evaluating Goals

The following generic IEP form provides an annual goal and three short-term instructional objectives for **evaluating personal goals.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Note: Chapters 11 and 12 can be implemented at the same time.

Measurement Statement: "Evaluating Goals" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Evaluating Goals

Annual Goal:

Diana will evaluate a personal goal from one of the CORE competency domains.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Diana will evaluate **one** goal selected from the CORE competency domains during 4th period language arts every day for two school weeks with specialized teacher/school psychologist support.	Special education teacher.	Teacher-designed criteria/test.		
B) Diana will evaluate **one** weekly goal selected from the CORE competency domains during 4th period language arts every week for eight school weeks with specialized teacher/school psychologist support.	Special education teacher.	Teacher-designed criteria/test.		
C) Diana will evaluate **one** weekly goal selected from the CORE competency domains that applies in at least two settings every week for eight school weeks with minimal teacher/school psychologist support.	Special education teacher plus regular education teacher(s).	Teacher documentation.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

*Diana will evaluate **one** goal selected from the CORE competency domains during 4th period language arts every day for two school weeks with specialized teacher/school psychologist support.*

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that goals need to be evaluated and describe the positive consequences associated with evaluation.
- ❑ 2) Name the skill for the student, **"Evaluating Goals,"** and define the critical rule—**"Once my personal goal is written, I should evaluate my progress toward meeting my goal"** or use student's own words.
- ❑ 3) Discuss with the student examples and nonexamples of evaluating personal goals.
  Remember: Use a 5-to-1 ratio of examples to non-examples. Be sure to identify in easily recognizable terms the critical features of evaluating goals.
- ❑ 4) Provide written examples of goals for your student and highlight methods for evaluating each goal.
  Remember: Follow the same format for each goal that you present to the student.
- ❑ 5) Ask the student to give examples of personal goals and brainstorm methods for evaluating progress toward meeting those goals.
  Remember: Use prompts if the student has difficulty thinking of examples.
- ❑ 6) Have student practice evaluating goals with you using a preplanned worksheet that uses the same format as the teacher-directed examples above.
  Remember: Have the student identify how the goal can be evaluated. Reinforce correct responses.
- ❑ 7) Share with your student that you would like her to evaluate the personal goals that were selected from one of the CORE competency domains (i.e., cooperation, organization, responsibility, or empathy) at the end of each day.
- ❑ 8) Meet with the student at the end of the day and ask her to provide behavior-specific examples of how the goal was met or not met.
- ❑ 9) Remind student that every time you see her evaluating goal attainment you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

*Diana will evaluate **one** weekly goal selected from the CORE competency domains during 4th period language arts every week for eight school weeks with specialized teacher/school psychologist support.*

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have student share with you examples of student-generated written goals and methods that she has used to evaluate goal attainment.
  Remember: Reinforce examples and prompt continued progress on this goal.
- ❑ 2) Review with student progress to date by sharing direct observation data or other information that you have collected on evaluation of student-generated goals.
  Remember: Be sure that the examples you share with your student are behavior specific and prompt continued progress on this goal.
- ❑ 3) Share with your student that you would like her to write and evaluate, for a period of one school week, a goal selected from the CORE competency domains (i.e., cooperation, organization, responsibility, or empathy).
- ❑ 4) Fade reinforcement as the student develops fluency in evaluating goal attainment.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with goal evaluation.
  *Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response.*

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Objective C:

*Diana will evaluate **one** weekly goal selected from the CORE competency domains that applies in at least two settings every week for eight school weeks with minimal teacher/school psychologist support.*

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) When the student demonstrates that she can evaluate goal attainment on a consistent basis with **minimal** reinforcement, talk with student and praise mastery of skills.
- ❑ 2) Ask student to discuss with you other places or classrooms where goal writing and evaluation is important.
- ❑ 3) Verify that expectations for goal writing and evaluation are the same in the proposed generalization setting as they are in your setting.
- ❑ 4) Create opportunities for student to practice goal writing and goal evaluation *with* persons from the generalization settings. For example, ask student to form a goal with peer from another setting and document the evaluation process.
  Remember: Provide immediate feedback—reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for ideas for student letters and contracts.
- ❑ 6) Request feedback from staff in generalization settings concerning the student writing weekly goals and evaluating progress toward goal attainment.
- ❑ 7) Have student conduct a self-assessment of behaviors associated with goal attainment and verify this assessment with direct observation data derived from the generalization settings.
  Remember: Reinforce correct responses and problem-solve concerns that the student has over how or when to perform the targeted skill.
- ❑ 8) Keep up a variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for evaluating goal attainment progress.

Resources for Organization

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section III

Responsibility

Cooperation Organization Responsibility Empathy

Introduction

A responsible student is someone who is accountable, dependable, consistent, honest, who resists trouble, who acts independently but asks for help when needed and is respectful of personal boundaries in relationships. Proponents of character education have long argued that responsibility and its associated behaviors are among the foundations for success in school and later life. Most educators and school psychologists link responsibility to classroom behaviors and attitudes associated with personal accountability and a positive work ethic. The old adage that one learns to be responsible by being given tasks that promote responsibility is certainly true in both school and home settings. As with all of the core competencies in this book, the reader should note that how you teach or model a concept such as responsibility is intrinsically linked to how the concept is defined. Our definition of responsibility is also entwined with the other CORE building blocks of social competency and the following chapters address this melding by including annual goals in the following areas: Understanding Consequences, Saying "No" to Unreasonable Requests, Asking Permission, Honesty, Problem Solving, and Waiting to Speak.

Educators and school psychologists need to also keep in mind that responsibility, while valued in our schools and culture, is a culturally defined construct. For example, some students who come from cultural backgrounds that emphasize group identity have learned to work more efficiently with peers rather than independently. Some students find the idea of "personal" property a difficult concept because they have learned as part of their culture to share materials rather than maintaining their own possessions. Personal boundaries are different in many cultures and can convey disrespect if misperceived. For example, very little eye contact from a student to a teacher might be considered respectful in some cultures but construed as oppositional or a sign of indifference or not listening in other cultures. The nuances of how we perceive responsibility often depends on our worldview, and this must be kept in mind when we are developing Individualized Educational Programs for students with disabilities in this competency area.

Given our reading of the literature, we believe that adults attribute social competence and character to students who exhibit the skills and behaviors associated with responsibility. The annual goals that are the focus of this section will deal with the fundamental building blocks of these skills and behaviors. We believe that young students who are responsible *think* about the consequences of their behavior. They also resist temptation and refuse unreasonable requests or suggestions from peers. Responsible students are assertive and ask permission as needed or seek clarification when they are not sure what to do. They exhibit basic social skills, such as knowing how to wait until a teacher or peer is finished speaking before they contribute to a conversation or ask a question. Finally, responsible students are honest and value honesty in others. They try to problem-solve situations on their own but know when an adult needs to be involved.

Decision Statement: If you have read the previous material and feel like your student may have a deficit in the area of responsibility; go to the **Behavior Checklist for Responsibility** section on the following page.

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Behavior Checklist for Responsibility

Children who lack responsibility in their everyday social relationships may exhibit behaviors labeled as "immature," "lazy," "reckless," "impulsive," or "inconsistent." Irresponsible students in classroom settings may be thought of as "unprepared," "undependable," "unaware of consequences," "disruptive," or "not academically engaged." The checklist that follows is one method of determining if you need to plan and develop an IEP goal with corresponding objectives. As you read the list below, think of a typical incident or situation when the student is uncooperative and check all items that apply.

- ❑ 1) Does not complete assigned work. Examples may include not finishing assigned work in class, not participating in group-oriented assignments, not completing and returning homework, and not completing nonacademic assigned tasks.
- ❑ 2) Appears to act without thinking about the consequences of the actions.
- ❑ 3) Does not ask permission to engage in activities that require permission. Examples may include getting up without permission, taking materials without permission, playing or being in restricted school areas without permission.
- ❑ 4) Lies about actions, activities, or events.
- ❑ 5) Goes along with peers in negative situations. Examples may include breaking behavioral expectations or rules with peers in the classroom or during recess.
- ❑ 6) Tattles on peers or reports problems to staff in inappropriate ways.
- ❑ 7) Consistently asks peers to engage in negative actions or behaviors.
- ❑ 8) Interrupts teachers and peers across settings.
- ❑ 9) Does not accept consequences for his or her actions.
- ❑ 10) Other irresponsible behaviors that you have observed. List below:
- ❑ 11) _____
- ❑ 12) _____
- ❑ 13) _____
- ❑ 14) _____

❑ 15) _____

_____

_____

Reflection Statement: Behavioral assessments should include information-gathering strategies that incorporate multiple methods, multiple settings, and multiple informants. Information from behavioral assessments can provide teachers and school psychologists with important information on the adaptive, maladaptive, and functional aspects of the student's behavior. A description of assessment techniques is provided in Appendix 1.

Decision Statement: If you have checked several of the behaviors listed on the **Behavior Checklist for Responsibility** and have additional assessment information (formal or informal) that supports your concerns, go to the following **Clarifying Questions** section.

Clarifying Questions

Clarifying questions are included as an additional form of assessment to help you rule out competing explanations for the behavior in question. Read each question below and document (a) if the behavior has been observed over time and across settings, (b) if the behavior occurs in the presence of more than one person, (c) if the behavior is not related to culturally specific expectations, and (d) if the behavior has an impact on academic performance. If other explanations become evident during this assessment, review suggested strategies that follow each question and implement before continuing.

Yes	No	
❑	❑	1) Have you observed the behavior of concern *over time* and *across settings*? If not, the behaviors may be situation-specific and warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.
❑	❑	2) Have you observed the behavior of concern in the presence of *more than one person*? If not, the behaviors may be interpersonal and warrant (a) social skills instruction, (b) specialized support from a counselor or school psychologist, and/or (c) additional behavioral assessment.
❑	❑	3) Have you observed similar behavior with students of *different cultural backgrounds*? If not, the behaviors may be culturally based and warrant (a) developing teacher/school psychologist awareness of culture-specific behaviors, (b) instructional modifications or adaptations, and/or (c) culturally competent academic and behavioral assessments.
❑	❑	4) Do the behaviors of concern impact *academic performance*? If not, the behaviors of concern may not be disability-related but may warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.

Decision Statement: If you have identified several behaviors suggesting that responsibility is a need for your student, and the behavior is not due to situational, interpersonal, or cultural issues, then go to the following **Annual IEP Goals for Responsibility** section.

Annual IEP Goals for Responsibility

As stated earlier, annual goals are observable and measurable statements reflecting the new knowledge and skills that the student will acquire over the ensuing 12 months. The goals, instructional objectives, and intervention strategies that follow have been designed using a template format. We have included in each chapter instructional objectives that will reflect progress toward the annual goal by taking the student through three phases of learning: the acquisition stage, the mastery stage, and the generalization stage. In addition, we have included intervention strategies designed to help the student meet each objective and, ultimately, their annual goal.

Advanced Organizer: Responsibility Chapters

- ❑ **Predicting Consequences of Behavior**
  (See Chapter 13 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Refusing Unreasonable Requests**
  (See Chapter 14 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Asking Permission**
  (See Chapter 15 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Honesty**
  (See Chapter 16 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Problem Solving**
  (See Chapter 17 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)
- ❑ **Waiting to Speak**
  (See Chapter 18 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

Reflection Statement: IEP goals and objectives need to be both observable and measurable. Examples of observable and measurable behavior statements include: *will complete, will join, will give, will invite, will wait, will write, will verbally respond,* and the like. Remember, the goals and objectives that are included in this book should be adjusted as for your individual student's learning needs by the IEP team.

Self-Determination Statement: Whenever possible, your student should play an active role on the IEP team. Student participation during the IEP meeting may involve running the meeting, expressing preferences and personal goals, and developing strategies for meeting IEP goals. We believe that this strategy encourages student participation in the learning process and may result in increased goal attainment. For resources that help to promote student self-determination, please refer to Appendix 2 and Appendix 3.

Decision Statement: If you have checked one or more of the annual goals listed above, go to the corresponding chapter to review the suggested instructional objectives and intervention strategies.

Chapter 13: Predicting Consequences of Behavior

The following generic IEP form provides an annual goal and three short-term instructional objectives for **predicting behavior consequences.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 2nd period reading) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Predicting Consequences of Behavior" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Predicting Consequences of Behavior

Annual Goal:

Cecil will verbally demonstrate understanding of negative and positive consequences of behavior.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Cecil will correctly predict positive and negative consequences of planned scenarios in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.	Special education teacher and school psychologist.	Event Recording.		
B) Cecil will correctly predict positive and negative consequences of designated scenarios in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.	Special education teacher and regular 2nd period teacher.	Event Recording and teacher-made test.		
C) Cecil will correctly predict negative and positive consequences of designated scenarios in 3rd, 4th, and 5th periods for 90% of opportunities with minimal teacher/school psychologist support.	Regular education teacher(s).	Teacher feedback and Event Recording if necessary.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Cecil will correctly predict positive and negative consequences of planned scenarios in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student your belief that he has difficulty figuring out what will happen in some situations and explain that you would like to help him become a good planner.
- ❑ 2) Name the skill for the student, **"Understanding Consequences,"** (in words that are easily understood by the student) and define the critical rule—**"I need to plan ahead so I can make things turn out the right way."**
- ❑ 3) Tell the student examples and nonexamples of when an individual would want to plan ahead and describe the positive consequences that result from planning ahead. Examples of planning ahead may include packing lunch or getting assignments in on time. Link these to positive consequences that may result, like having a lunch to eat or getting a good grade.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you additional examples of when they would need to plan ahead and the positive consequences that might follow from this behavior.
  Remember: Positively reinforce appropriate responses.
- ❑ 5) Show student situational pictures that include "planning ahead" scenarios. (Materials can be obtained from sources such as book covers, magazine pictures of children playing games with parents, movies of children interacting at school or home, etc.) Point to each character in the picture and ask the student to predict or guess what is going to happen next.
  Remember to record frequency of correct responses and positively reinforce student for identifying positive and negative consequences that may follow the behaviors illustrated in each picture.
- ❑ 6) Use the situational pictures and discussion from above as a stimulus for developing and implementing role plays or simulations for planning ahead and its associated positive consequences.
  Remember: Students should never role play nonexamples of planning ahead.
- ❑ 7) Tell the student that you will be calling upon him in class to predict what characters in books, workbooks, or other media are planning and the consequences that may result from that planning.

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- ❑ 8) Remind the student that every time he responds to your inquiries about planning ahead and potential positive consequences with an appropriate idea or observation, you will reinforce his response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

Objective B:

Cecil will correctly predict positive and negative consequences of designated scenarios in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice planning and receiving positive consequences for planning in reading class with socially competent peers using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes thinking about consequences of actions (e.g., assignments in writing that center around cause and effect).
- ❑ 3) Present stimulus pictures of scenarios and record frequency of correct responses. For example, show the student action pictures that represent cause and effect; ask the student to predict what is going to happen next or guess what happened before.
- ❑ 4) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency with planning and recognizing consequences.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 5) Use precorrection as an instructional method for reducing occasional problems with choices made by the student that show a lack of planning or prediction.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Cecil will correctly predict negative and positive consequences of designated scenarios in 3rd, 4th, and 5th periods for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for responding to teacher/school psychologist prompts to plan ahead are the same in the generalization settings as they are in your setting.
- ❑ 2) Ask student to think of other places or classrooms where planning ahead is necessary.
- ❑ 3) Create opportunities for student to practice planning with persons from generalization settings. For example, use peer tutors to help student predict outcome of grades if homework assignments are handed in on time.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for support as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student's responses to anticipating consequences.
- ❑ 6) Have student conduct self-assessment of planning and understanding consequences and verify with feedback.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriately planning ahead.

Chapter 14: Refusing Unreasonable Requests

The following generic IEP form provides an annual goal and three short-term instructional objectives for **saying "no" to unreasonable requests**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period math) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Refusing Unreasonable Requests" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Refusing Unreasonable Requests

Annual Goal:

Lupe will verbally refuse unreasonable requests from peers in classroom or common school areas.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Lupe will verbally refuse unreasonable request from peers in 4th period math 8 out of 10 times with specialized teacher support.	Regular education teacher with special education teacher support.	Event Recording.		
B) Lupe will verbally refuse unreasonable requests from peers in 4th period math 9 out of 10 times with faded teacher support.	Regular education teacher.	Event Recording.		
C) Lupe will verbally refuse unreasonable requests from peers in 4th period math and during recess periods 9 out of 10 times with minimal teacher support.	Regular education teacher(s) with duty teacher(s).	Event Recording and teacher observation.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Lupe will verbally refuse unreasonable requests from peers in 4th period math 8 out of 10 times with specialized teacher support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished:_____

- ❑ 1) Explain to student that you have some concerns about her staying out of trouble when peers ask her to do things that are against the rules.
- ❑ 2) Name the skill for the student, **"Saying 'No' to Unreasonable Requests,"** (or use words that are easily understood by the student) and define the critical rule—**"In school, I need to say "no" to peers or other persons when they want me to do things that are against the rules."**
- ❑ 3) With your student, create a list of unreasonable requests that the student may encounter in math class. Discuss why each request is unreasonable.
  Remember: Reinforce correct responses and participation.
- ❑ 4) Tell the student examples and nonexamples of saying "no" when others make unreasonable requests. Examples may include saying "no" to a peer who wants you to play when you should be working or saying "no" to peers who want you to join in a fight on the playground.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 5) Ask the student to tell you additional examples of when to say "no" to unreasonable requests.
  Remember: Positively reinforce appropriate responses.
- ❑ 6) Model examples of saying "no" for your student.
  Remember: Always model this behavior in the target setting(s) and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have students in math class role play saying "no" with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of saying "no."
- ❑ 8) Tell the student that you will be calling upon her in class to identify inappropriate requests and will positively reinforce correct responses.
- ❑ 9) Remind student that every time you see her saying "no" to unreasonable requests you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Lupe will verbally refuse unreasonable requests from peers in 4th period math 9 out of 10 times with faded teacher support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice saying "no" in math class with socially competent peers using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.

- ❑ 2) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in rejecting unreasonable requests.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.

- ❑ 3) Use precorrection as an instructional method for reducing occasional problems with saying "no" to unreasonable requests.
  *Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response to remind the student of the rules or expectations.*

Objective C:

Lupe will verbally refuse unreasonable requests from peers in 4th period math and during recess periods 9 out of 10 times with minimal teacher support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for responding to unreasonable requests are the same in the generalization settings as they are in your setting.
  Remember: Common school areas are less structured and typically do not have the same level of supervision as classroom settings, therefore teachers who are on duty during these times should be recruited to assist.
- ❑ 2) Ask student to think of other places in the school where she may have to reject unreasonable requests from peers.
- ❑ 3) Create opportunities for student to practice saying "no" to unreasonable requests with persons from generalization settings. For example, sit with the student at lunch and point out opportunities to say "no," and then point out students who are not being influenced by negative peers.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to staff members in the generalization settings (e.g., duty teachers, cafeteria personnel, office personnel) naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student saying "no" to unreasonable requests.
  Remember: You may need to provide training on information collection strategies that work best in common school areas.
- ❑ 6) Have student conduct self-assessment of saying "no" to unreasonable requests and verify with feedback from both settings.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for rejection of inappropriate responses.

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Chapter 15: Asking Permission

The following generic IEP form provides an annual goal and three short-term instructional objectives for **asking permission**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (3rd period social studies) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Asking Permission" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Asking Permission

Annual Goal:

David will ask permission when he needs or wants something.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) David will appropriately ask permission in 3rd period social studies 8 out of 10 times with specialized teacher/school psychologist support.	Regular education teacher, special education teacher, and school psychologist.	Event Recording.		
B) David will appropriately ask permission in 3rd period social studies 9 out of 10 times with faded teacher/school psychologist support.	Regular education teacher, special education teacher, and school psychologist.	Event Recording.		
C) David will appropriately ask permission in all academic subjects 9 out of 10 times with minimal teacher/school psychologist support.	Regular education and special education teacher(s).	Event Recording, teacher feedback forms, and teacher observation.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

David will appropriately ask permission in 3rd period social studies 8 out of 10 times with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about how he asks permission to do things in class and that you would like to help him learn how to ask permission appropriately.
- ❑ 2) Name the skill for the student, **"Asking Permission,"** (or use words that are individualized to the student) and define the critical rule—**"When I want or need something, I need to ask permission from my teacher or peers."**
- ❑ 3) Create a short list with your student of things for which permission is necessary. Examples may include: going to the restroom, getting materials, or getting out of seat. Review the list and discuss how the student can ask permission for each item listed above. Examples may include: "Mrs. Teacher, may I go to the restroom?" "Mr. Teacher, may I get some more paper?" or "Mrs. Teacher, may I get out of my seat to sharpen my pencil?" Post the lists and appropriate methods for asking permission in a prominent place for the student.
- ❑ 4) Develop a short list with the student of the behaviors needed before asking the question (e.g., raise hand, wait for teacher to see you, etc.).
- ❑ 5) Tell the student examples and nonexamples of asking permission.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 6) Model examples of asking permission for your student.
  Remember: Always model this behavior in the target setting(s) and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play asking permission with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of asking permission.
- ❑ 8) Ask the student to tell you recent examples of when he has appropriately asked permission to do something.
  Remember: Positively reinforce appropriate responses.
- ❑ 9) Remind student that every time you see him asking permission appropriately you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

David will appropriately ask permission in 3rd period social studies 9 out of 10 times with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice asking permission with socially competent peers using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes asking permission. For example, send student home with checklist of ways to appropriately ask for permission; ask parents to check the ones that are used by the student.
- ❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in asking permission.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with asking permission.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

David will appropriately ask permission in all academic subjects 9 out of 10 times with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for responding to prompts for asking permission are the same in the generalization settings as they are in the training setting.
- ❑ 2) Ask student to think of other places in school where he would have to ask permission.
- ❑ 3) Create opportunities for student to practice asking permission with persons from generalization settings. For example, have student create role plays with students from other classes.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Create opportunities for student to demonstrate asking permission in the generalization settings (e.g., request other teachers to ask for demonstrations from their classes).
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 5) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 6) Request feedback from staff in generalization settings concerning appropriate permission-asking from the student.
- ❑ 7) Have student conduct self-assessment of asking permission and verify with feedback from persons in the generalization and training settings.
- ❑ 8) Keep up variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriately asking permission.

Chapter 16: Honesty

The following generic IEP form provides an annual goal and three short-term instructional objectives for **promoting honesty**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (2nd period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Honesty" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Honesty

Annual Goal:

Kiki will provide truthful answers (verbal and nonverbal) to teacher questions.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Kiki will demonstrate truthful responses to teacher questions in 2nd period language arts for 80% of opportunities with specialized teacher/school psychologist support.	Special education teacher with school psychologist support.	Event Recording plus documenting number of teacher prompts.		
B) Kiki will demonstrate truthful responses to teacher questions in 2nd period language arts for 90% of opportunities with faded teacher/school psychologist support.	Special education teacher.	Event Recording.		
C) Kiki will demonstrate truthful response to teacher questions in language arts, social studies, and math for 90% of opportunities with minimal teacher/school psychologist support.	Special education teacher with school psychologist support.	Event Recording.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Kiki will demonstrate truthful responses to teacher questions in 2nd period language arts for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about her telling the truth in certain situations and discuss consequences.
- ❑ 2) Name the skill for the student, **"Telling the Truth,"** (or use words appropriate for the student) and define the critical rule—**"At school we tell the truth at all times."**
- ❑ 3) Tell the student examples and nonexamples of telling the truth and relate positive consequences to the examples.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Model examples of telling the truth for your student.
  Remember: Always model this behavior in the target setting(s) and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 5) Have student role play telling the truth with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of telling the truth.
- ❑ 6) Ask the student to tell you recent positive examples of when she was honest at school.
  Remember: Positively reinforce appropriate responses.
- ❑ 7) Create a list of high frequency questions that you use in the classroom and tell your student that you will be checking with her for truthful responses when questions are asked. Examples: "Did you check your work?"; "Did you mark the assignment in your planner?"; "Did you do your homework?"
  Remember: Post the list in an accessible place.
- ❑ 8) Remind student that every time you see her being honest you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

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Objective B:

Kiki will demonstrate truthful responses to teacher questions in 2nd period science for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice giving truthful responses with socially competent peers using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes being honest (e.g., reading assignments about famous people who told the truth, true and false answers to questionnaires).
- ❑ 3) With student, discuss recent successes with honesty and praise mastery. As student develops fluency with honesty, fade reinforcement.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with telling the truth.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Kiki will demonstrate truthful responses to teacher questions in reading, social studies, and math for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for honesty are the same in the generalization setting as they are in your setting.
- ❑ 2) Ask student to think of other times at school and home when being honest is important.
- ❑ 3) Create opportunities for student to practice being honest with persons from generalization settings. For example, use student plays or stories, written or acted, that depict honesty.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student telling the truth.
- ❑ 6) Have student conduct self-assessment of progress to date with telling the truth and verify with feedback from persons in the generalization and training settings.
- ❑ 7) Keep up variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for being honest.

Chapter 17: Problem Solving

The following generic IEP form provides an annual goal and three short-term instructional objectives for promoting problem solving. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (1st period social studies) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Problem Solving" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Problem Solving

Annual Goal:

George will verbally report a problem situation to an adult when presented with a peer-related problem in classroom or common school areas.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) George will correctly identify problem scenarios requiring adult assistance in 1st period social studies for 80% of opportunities with specialized teacher/school psychologist support.	School psychologist and regular education teacher.	Psychologist -devised test and then Event Recording.		
B) George will correctly identify and report problem situations requiring adult assistance in 1st period social studies for 90% of opportunities with faded teacher/school psychologist support.	School psychologist and regular education teacher.	Event Recording.		
C) George will correctly identify and report problem situations requiring adult assistance in classroom or common school areas for 90% of opportunities with minimal teacher/school psychologist support.	School psychologist with regular education teacher(s).	Event Recording.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

George will correctly identify problem scenarios requiring adult assistance in 1st period social studies for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student your concerns that he doesn't know when to appropriately seek help for peer-related problems. Examples may include tattling or arguing. Explain that you would like him to personally solve peer-related problems but know when to ask for adult help.
- ❑ 2) Name the skill for the student, **"When to Tell,"** (or use words appropriate for the student) and define the critical rule—**"I should try to solve a peer-related problem first, unless it involves a safety or legal concern, then I will seek adult/teacher assistance."** Help the student to relate the critical rule in his own words.
- ❑ 3) Define "tattling" with the student. Tell the student examples and nonexamples of when to seek adult assistance to help solve peer-related problems.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Using the above strategy as a stimulus, generate with the student a list of (a) when he should try to solve peer-related problems on his own and (b) when he should seek adult assistance for peer-related problems. Post the list in a prominent place in the classroom.
- ❑ 5) Ask the student to tell you additional examples from both the classroom and common school areas of peer-related problems and choices the student made to solve the problem on their own or to seek adult assistance.
  Remember: Positively reinforce appropriate responses and participation.
- ❑ 6) Model for your student examples of making a choice to solve a problem personally or to seek appropriate adult assistance.
  Remember: Always model this behavior in the target setting(s) and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play problem solving with you using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of problem solving.
- ❑ 8) Remind student that every time you see him or her problem solving you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

George will correctly identify problem scenarios requiring adult assistance in 1st period social studies for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

❑ 1) Using untrained role plays or simulations of common problem scenarios, have the student practice verbally solving peer-related problems or seeking appropriate adult assistance with socially competent peers.
Remember: Actively monitor role plays and provide immediate feedback as needed.

❑ 2) Assign school-based and home-based work that promotes solving problems that are peer related. For example, give student written scenarios and ask him to mark the ones in which he should ask for help and the ones he can solve by himself.

❑ 3) With student, discuss recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in solving peer-related problems in classroom and common school areas.
Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.

❑ 4) Use precorrection as an instructional method for reducing occasional bad choices in peer-related problem solving, such as tattling.
*Remember: Precorrection is an instructional method that uses prompting and other strategies **before** an incorrect response to remind the student of the rules or expectations.*

Objective C:

George will correctly identify and report problem situations requiring adult assistance in classroom or common school areas for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for solving peer-related problems in classroom and common school afeas are the same in the generalization settings as they are in your setting.
- ❑ 2) Ask student to think of other places at school where may it may be appropriate to make decisions involving peer-related problems.
- ❑ 3) Create opportunities for student to practice either solving peer-related problems or seeking appropriate adult assistance with persons from generalization settings. For example, assign student to work group that creates scenarios of "when to get help" and then have the group act out the scenarios.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student solving peer-related problems.
- ❑ 6) Have student conduct self-assessment of progress to date in solving peer-related problems or seeking appropriate adult assistance and verify with feedback from persons in the generalization and training settings.
- ❑ 7) Keep up variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for problem solving.

Chapter 18: Waiting to Speak

The following generic IEP form provides an annual goal and three short-term instructional objectives for **waiting to speak.** Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 4th period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Waiting to Speak" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Waiting to Speak

Annual Goal:

Caleb will wait for teacher or peer to finish sentence before speaking.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Caleb will wait for teacher or peer to finish sentences or directives before speaking in 4th period language arts 8 out of 10 times with specialized teacher/school psychologist support.	Special education and regular education teachers.	Event Recording.		
B) Caleb will wait for teacher or peer to finish sentences or directives before speaking in 4th period language arts 9 out of 10 times with faded teacher/school psychologist support.	Special education and regular education teachers.	Event Recording.		
C) Caleb will wait for teacher or peer to finish sentences or directives before speaking in all academic subjects for 9 out of 10 times with minimal teacher/school psychologist support.	Regular education teacher(s).	Event Recording and teacher observation.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Caleb will wait for teacher or peer to finish sentences and directives before speaking in 4th period language arts 8 out of 10 times with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about his interrupting you (or peers) while you are giving information and directives and express your concern that they are not getting the information they need (or describe other consequences that you have observed).
- ❑ 2) Name the skill for the student, **"Waiting to Speak,"** (or use words appropriate to the student) and define the critical rule—**"I should always wait for adults or peers to stop talking before I speak."**
- ❑ 3) Tell the student examples and nonexamples of waiting to speak at the right time.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you recent examples of when they interrupted the teacher or peers and the consequences of the interruption. It may be that the teacher had to repeat the directive or the student received a negative consequence from the teacher.
  Remember: Positively reinforce appropriate responses and participation.
- ❑ 5) With your student, make a short list of things that the student should do when he wants to speak in class. Examples may include: "First, I look to see if the teacher is talking to someone else. Second, I wait until the teacher stops talking, and I say excuse me."
  Remember: Keep the list short and place it in a prominent place near the student's desk or work area.
- ❑ 6) Model examples of waiting to speak for your student.
  Remember: Always model this behavior in the target setting(s) and, if needed, incorporate assistance from other adults or a socially competent student.
- ❑ 7) Have student role play waiting to speak with you using preplanned role plays or simulations in language arts class.
  Remember: Students should never role play nonexamples of waiting to speak.
- ❑ 8) Tell the student that periodically you will be observing him to see if he uses the list of behaviors in your classroom. Mention that, if you see an opportunity for him to use the list of behaviors, you will prompt him.
  Remember: Work out an acceptable verbal or non-verbal prompt specifically designed for the student.

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- ❑ 9) Remind student that every time you see him waiting to speak you will reinforce that behavior.
  Remember: Plan ahead by working out a schedule and method of reinforcement (e.g., verbal praise, touch on shoulder, or stickers or tokens).

Objective B:

Caleb will wait for teacher or peer to finish sentences or directives before speaking in 4th period language arts 9 out of 10 times with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Have the student practice waiting to speak with socially competent peers in language arts class using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in waiting to speak.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 3) Use precorrection as an instructional method for reducing occasional problems with interrupting.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

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Objective C:

Caleb will wait for teacher or peer to finish sentences or directives before speaking in all academic subjects 9 out of 10 times with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for waiting to speak are the same in the generalization setting as they are in your setting.
- ❑ 2) Ask student to think of other places at school or home where it is appropriate to wait before speaking.
- ❑ 3) Create opportunities for student to practice waiting to speak with persons from generalization settings. For example, have the student make a list of questions to ask in other classrooms and a checklist that he should mark when he waits appropriately.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student waiting to speak.
- ❑ 6) Have student conduct self-assessment of progress to date with waiting to speak and verify with feedback from persons in the generalization and training settings.
- ❑ 7) Keep up variable schedule of reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for waiting to speak.

Resources for Responsibility

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section IV

Empathy

Cooperation Organization Responsibility Empathy

Introduction

Empathy is not an easy construct to observe, create, modify, or even define. Most researchers define empathy as an emotional response resulting from the recognition of another individual's emotional state or condition, a response that is very similar to what the other individual is perceived to experience. Sympathy, on the other hand, is defined as feelings of sadness or concern for another based on the perception of the other person's state or condition. Simply defined, empathy is feeling what another feels, and sympathy is feeling sorry for someone.

It is important to make a distinction between empathy and sympathy because many people think that they are the same thing. Empathy requires sincere, shared feeling. Many researchers suggest that this sharing of emotions is the basis for nonviolent resolution of conflict. In fact, empathy is best represented by the "golden rule"—the foundation for most modern social interactions and relationships and a common theme across many cultures.

Although sympathy is an important social competency and is indicative of a socially concerned individual, it can also be just a simple social convention or courtesy. Saying "sorry" can cover many problems for younger students. Sometimes the apology can be insincere, but the words are appropriate, or vice versa. The potentially duplicitous nature of sympathy has led us, instead, to choose empathy as a goal for encouraging character development and social competency in elementary-age students. The very nature of empathy begins with sincerity and genuineness. We believe that it is much more of a building block for social competence and character development than sympathy alone. Socially competent students try to be authentic in their relationships. Being authentic is a balance of honesty, tactfulness, responsibility, and empathy. These are tough traits to balance indeed!

Developmentally, empathy originates in infancy as the baby and caregiver attach or bond to each other with eye contact, physical touch, and emotional consistency. Young children learn empathy as they relate to their families and peers. Disturbances in early childhood can create problems with attachment and how the child learns to appreciate the perspectives of others. "Perspective taking" is at the base of empathy, and much can be done to assist younger students with empathy deficits to gain insight into the experiences of others, which in turn, enhances social relationships.

This section on empathy focuses on skills that are more observable and measurable than trying to determine the internal "whys" of a student at any given moment. The following six chapters attempt to assist the student in developing an awareness of his or her different emotional states (mad, sad, glad, and scared), an awareness of the perspectives of other's emotional experiences and needs, and social skills and conventions, like apologies and compliments, that support and solidify personal relationships.

We believe that empathy skills are attainable for any child, regardless of early attachment and family issues. This is not to say that these skills are easy to teach and support. The display and sharing of emotions are both very much culturally bound, and it is important for the teacher, counselor, and school psychologist to be aware of any issues affecting the student, such as age, gender, ethnicity, socioeconomic status, or ability. When working with personal matters, such as empathy, it is important to respect the student's worldview and

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individual preferences and to work within his or her framework. Therefore, the goals for empathy have been left general in nature so that the teacher and school psychologist can help their own student define how he or she perceives events and relationships. The reader will be aware that the instructional strategies for this section emphasize strongly a self-determination approach, and much attention is paid in the acquisition phase to the student determining what will be worked on and how the teacher/school psychologist will guide the student.

Decision Statement: If you have read the previous material and feel like your student may have a need in the area of empathy, go to the following **Behavior Checklist for Empathy** section.

Behavior Checklist for Empathy

The child who lacks empathy in their everyday social relationships may exhibit behaviors that appear developmentally immature and self-involved. He or she may disregard the feelings of others, be unable to resolve conflicts, display only self-interest in peer relations, and be competitive in situations that do not require it. The checklist that follows is one method of determining if you need to plan and develop an IEP goal with corresponding objectives. As you read the list below, think of a typical incident or situation when the student lacks empathy and check all items that apply.

- ❑ 1) Ignores the feelings of others.
- ❑ 2) Refuses to acknowledge the feelings of others.
- ❑ 3) Shows little remorse for negative actions done to others.
- ❑ 4) Repeatedly continues a negative action with another child despite protest from that child.
- ❑ 5) Seldom gives compliments to others.
- ❑ 6) Does not apologize when appropriate to the situation.
- ❑ 7) Does not assist peers who are in need.
- ❑ 8) Shows little concern for others who are in negative situations.
- ❑ 9) Monopolizes materials or objects, despite protests of peers.
- ❑ 10) Other nonempathetic behaviors you have observed. List below:
- ❑ 11) _____
  _____
  _____
- ❑ 12) _____
  _____
  _____

❑ 13) _____

_____

_____

❑ 14) _____

_____

_____

❑ 15) _____

_____

_____

Reflection Statement: Behavioral assessments should include information-gathering strategies that incorporate multiple methods, multiple settings, and multiple informants. Information from behavioral assessments can provide teachers and school psychologists with important information on the adaptive, maladaptive, and functional aspects of the student's behavior. A sample list of assessment techniques is provided in Appendix 1.

Decision Statement: If you have checked several of the behaviors listed on the **Behavior Checklist for Empathy** and have additional assessment information (formal or informal) that supports your concerns, go to the following **Clarifying Questions** section.

Clarifying Questions

Clarifying questions are included as an additional form of assessment to help you rule out competing explanations for the behavior of concern. Read each question below and document (a) if the behavior has been observed over time and across settings, (b) if the behavior occurs in the presence of more than one person, (c) if the behavior is not related to culturally specific expectations, and (d) if the behavior has an impact on academic performance. If other explanations become evident during this assessment, review suggested strategies that follow each question and implement before continuing.

~~Yes~~ No

❑ ❑ 1) Have you observed the behaviors of concern *over time and across settings*? If not, the behaviors may be situation-specific and warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.

❑ ❑ 2) Have you observed the behaviors of concern in the presence of *more than one person*? If not, the behaviors may be interpersonal and warrant (a) social skills instruction, (b) specialized support from a counselor or school psychologist, and/or (c) additional behavioral assessment.

❑ ❑ 3) Have you observed similar behaviors with students of *different cultural backgrounds*? If not, the behaviors may be culturally based and warrant (a) developing teacher/school psychologist awareness of culture-specific behaviors,

(b) instructional modifications or adaptations, and/or (c) culturally competent academic and behavioral assessments.

❑ ❑ 4) Do the behaviors of concern impact *academic performance*? If not, the behaviors of concern may not be disability-related, but may warrant additional (a) instructional modifications or adaptations, (b) behavioral modifications or adaptations, and/or (c) academic or behavioral assessments.

Decision Statement: If you have identified several behaviors suggesting that empathy is a need for your student, and the behavior is not due to situational, interpersonal, or cultural issues then go to the following **Annual IEP Goals for Empathy** section.

Annual IEP Goals for Empathy

As stated earlier, annual goals are observable and measurable statements reflecting the new knowledge and skills that the student will acquire over the ensuing 12 months. Below are six annual goals that have been developed to promote empathy in elementary-age children with disabilities. The goals, instructional objectives, and intervention strategies that follow have been designed using a template format. We have included in each chapter instructional objectives that will reflect progress toward the annual goal by taking the student through three phases of learning: the acquisition stage, the mastery stage, and the generalization stage. In addition, we have included intervention strategies designed to help the student meet each objective and, ultimately, their annual goal. Note that criterion statement has been left out of the following goals so that the IEP team can decide an appropriate level of mastery for the identified student.

Advanced Organizer: Empathy Chapters

❑ **Identifying Perspectives of Others**
(See Chapter 19 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

❑ **Identifying Feeling States in Others**
(See Chapter 20 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

❑ **Identifying Feeling States in Self**
(See Chapter 21 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

❑ **Assisting Peers**
(See Chapter 22 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

❑ **Giving Compliments**
(See Chapter 23 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

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❑ **Apologizing to Others**
(See Chapter 24 for sample IEP, annual goal, short-term instructional objectives/benchmarks, and intervention strategies for meeting this goal.)

Reflection Statement: IEP goals and objectives need to be both observable and measurable. Examples of observable and measurable behavior statements include: *will complete, will join, will give, will invite, will wait, will write, will verbally respond,* and the like. Remember, the goals and objectives that are included in this book should be adjusted as for your individual student's learning needs by the IEP team.

Self-Determination Statement: Whenever possible, your student should play an active role on the IEP team. Student participation during the IEP meeting may involve running the meeting, expressing preferences and personal goals, and developing strategies for meeting IEP goals. We believe that this strategy encourages student participation in the learning process and may result in increased goal attainment. For resources that help to promote student self-determination, please refer to Appendix 2 and Appendix 3.

Decision Statement: If you have checked one or more of the annual goals listed above, go to the corresponding chapter to review the suggested instructional objectives and intervention strategies.

Chapter 19: Identifying Perspectives of Others

The following generic IEP form provides an annual goal and three short-term instructional objectives for **identifying the perspectives of others**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., when called upon in classroom) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Identifying Perspectives of Others" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Identifying Perspectives of Others

Annual Goal:

Carlos will correctly identify perspectives of others when called upon by teacher/school psychologist.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Carlos will correctly identify perspectives of characters in stories in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.	School psychologist and special education teacher.	Teacher-devised test.		
B) Carlos will correctly identify perspectives of others in stories in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.	School psychologist and special education teacher.	Teacher-devised test and Event Recording.		
C) Carlos will correctly identify perspectives of others in stories and other materials in 1st, 2nd, and 3rd periods for 90% of opportunities with minimal teacher/school psychologist support.	Regular education teacher(s).	Teacher-devised tests and feedback forms.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Carlos will correctly identify perspectives of others in stories in 2nd period reading for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished:_____

- ❑ 1) Explain to student (in your own words) your concern he is not getting along with peers as well as he could and that you would like to help him be a good friend to peers.
- ❑ 2) Name the skill for the student, **"Showing that I Care,"** (or use words appropriate to the student) and define the critical rule—**"We show others that we care about them by being interested and knowing how they think and feel about things."**
- ❑ 3) Discuss with the student examples and nonexamples of when an individual would want to know what a peer is feeling or thinking (e.g., when a peer is crying or a peer is giving a hug to another peer).
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you recent examples of when they would need to know what a peer is thinking or feeling.
  Remember: Positively reinforce appropriate responses.
- ❑ 5) Show student situational pictures involving several children. Materials can be book covers, magazine pictures of children playing games with parents, movies of children interacting in situations that stimulate conflict, children with pets, etc. Point to each character in the picture and ask the student to predict or guess what that person is thinking or feeling. Record frequency of correct responses and positively reinforce student answers that are appropriate.
- ❑ 6) Have student bring in pictures, movies, cards, etc., that show how characters in the pictures think or feel. With the student, create a student scrapbook of stimulating pictures with a title like "What People Think, Feel, and Do."
  Remember: Encourage the student to be creative when looking for stories about thoughts and feelings in the pictures.
- ❑ 7) Tell the student that periodically you will be calling upon him in class to predict or guess what characters in books, workbooks, other printed materials, or student role plays may be thinking or feeling.
- ❑ 8) Remind the student that every time he responds to your inquiries about individual's thoughts and feelings with appropriate ideas and/or observations you will reinforce his response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

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Objective B:

Carlos will correctly identify perspectives of others in stories in 2nd period reading for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

❑ 1) Continue to request group and individual perspective-taking activities in the classroom. Have the student practice perspective-taking with socially competent peers, using untrained role plays or simulations.
Remember: Actively monitor role plays and provide immediate feedback as needed.

❑ 2) Assign school-based and home-based work that promotes perspective taking (e.g., reading assignments that help delineate different feeling states or giving the student pictures that illicit stories about what the characters in the picture feel).

❑ 3) Evaluate frequency of correct responses to stimulus pictures in the acquisition phase of learning.

❑ 4) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in perspective taking.
Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.

❑ 5) Use precorrection as an instructional method for reducing occasional problems with perspective taking.
Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Carlos will correctly identify perspectives in stories and other materials in 1st, 2nd, and 3rd periods for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for responding to the perspectives of others are the same in the generalization settings.
- ❑ 2) Ask student to think of other places or classrooms where someone may request perspective-taking responses.
- ❑ 3) Create opportunities for student to practice perspective taking with persons from generalization settings. For example, create group assignments with peers in other periods that require identification and prediction of feeling states.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning perspective-taking responses of student.
- ❑ 6) Have student conduct self-assessment of perspective-taking responses and verify with feedback.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriate perspective-taking responses.

Chapter 20: Identifying Feeling States in Others

The following generic IEP form provides an annual goal and three short-term instructional objectives for **identifying feeling states in others**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., when called upon in classroom) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Identifying Feeling States in Others" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Identifying Feeling States in Others

Annual Goal:

Letitia will correctly identify four feeling states (mad, sad, glad, and scared) in others when called upon by teacher/school psychologist.

Short-Term Instructional Objectives, Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Letitia will correctly identify four feeling states in others when called upon in classroom 80% of the time with speech pathologist support and with school psychologist in individual counseling.	Special education teacher, school psychologist, and speech pathologist.	Teacher-devised tests and speech pathologist tests.		
B) Letitia will correctly identify feeling states in others when called upon in classroom 90% of the time with faded teacher/school psychologist support.	Special education teacher and regular education teacher.	Teacher-devised tests and Event Recording.		
C) Letitia will correctly identify four feeling states in others when called upon in 1st, 2nd, and 3rd periods 90% of the time with minimal teacher/school psychologist support.	Regular education teacher with school psychologist follow-up.	Event Recording.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Letitia will correctly identify four feeling states in others when called upon in classroom 80% of the time with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student (in your own words) that you have some concerns about how she identifies and expresses her feelings and that you would like to help her be a good friend to peers. To begin this process, you will focus on assessing the feelings and feeling behaviors of friends and peers.
- ❑ 2) Name the skill for the student, **"Understanding Others Feelings,"** (or use words appropriate to the student) and define the critical rule—**"I show that I care about others by understanding their feelings."**
- ❑ 3) Tell the student examples and nonexamples of understanding others feelings.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you additional recent examples of when she appropriately acted upon the feelings of a peer.
  Remember: Positively reinforce appropriate responses and participation.
- ❑ 5) Tell the student about four feeling states (mad, sad, glad, and scared). Show materials to the student that identify each of the four emotions and have the student think of situations when students in the classroom display each feeling.
  See Appendix 4 for ideas about materials.
- ❑ 6) For each of the four feelings, have the student name appropriate behaviors that match the feeling state. For example, "His face looks sad," "Her voice was loud and strong," or "She looks happy when she laughs."
  Remember: Positively reinforce appropriate responses and provide immediate error correction as necessary.
- ❑ 7) Using the materials above as a stimulus, develop and implement role plays or simulations that match behaviors with appropriate feeling states.
  Remember: Students should never role play nonexamples of identifying feelings.
- ❑ 8) Create, or have student bring in, pictures, movies, cards, etc., that show both how a character feels (mad, sad, glad, or scared) and how the character is acting upon the feeling, that is, what behaviors they are engaging in.

- ❑ 9) Create a student scrapbook of stimulating pictures and, with the student, develop a title for the book—for example, "What People Feel and Do."
  Remember: Encourage the student to be creative and look for stories about feelings in the pictures.

- ❑ 10) Tell the student that periodically you will be calling upon her in class to predict or guess what characters in books, workbooks, or other materials may be feeling. Also suggest to the student that you may be calling upon her to guess what actual peers in the classroom during role plays, plays, readings, etc., might be feeling.

- ❑ 11) Remind the student that every time she responds to your inquiries about an individual's thoughts, feelings, and behavior with appropriate ideas and/or observations, you will reinforce her response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

Objective B:

Letitia will correctly identify four feeling states in others when called upon by teacher/school psychologist in class 90% of the time with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Continue to request appropriate feeling-recognition activities in the classroom. Have the student practice feelings assessment with socially competent peers, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes predicting feeling states in others and consequential behaviors (e.g., reading materials about historical figures).
- ❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in perspective-taking.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with empathy behaviors.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Letitia will correctly identify four feeling states in others when called upon in 1st, 2nd, and 3rd periods 90% of the time with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished:_____

- ❑ 1) Verify that expectations for responding to the feelings and associated behaviors of others are the same in the generalization settings as they are in the training setting.
- ❑ 2) Ask student to think of other places in school where someone may request identification of feeling and related behaviors.
- ❑ 3) Create opportunities for student to practice feelings assessments with persons from generalization settings. For example, have student write and perform mini-plays about historical characters or participate in group projects about the thoughts and feelings of Olympic athletes.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning feelings assessment responses of student.
- ❑ 6) Have student conduct self-assessment of feelings assessment responses and verify with feedback from the generalization setting.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriate feelings assessment responses.

Chapter 21: Identifying Feeling States in Self

The following generic IEP form provides an annual goal and three short-term instructional objectives for **identifying feeling states in self**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., when called upon in classroom) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Identifying Feeling States in Self" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

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Sample IEP—Identifying Feeling States in Self

Annual Goal:

Ben will be able to correctly identify four feeling states (mad, sad, glad, and scared) in self when called upon by teacher/school psychologist.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Ben will correctly identify four feeling states in self 80% of the time when called upon in individual counseling with school psychologist.	School psychologist.	School psychologist worksheets.		
B) Ben will correctly identify four feeling states in self when called upon in classroom 90% of the time with faded teacher/school psychologist support.	School psychologist and regular education teacher.	Event Recording.		
C) Ben will correctly identify four feeling states in self when called upon in 1st, 2nd, and 3rd periods 90% of the time with minimal teacher/school psychologist support.	School psychologist and regular education teacher.	Teacher feedback and Event Recording.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

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Objective A:

Ben will correctly identify four feeling states in self 80% of the time when called upon in individual counseling with school psychologist.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about how he identifies and expresses his feelings and that you would like to help him be a good friend to peers.
- ❑ 2) Name the skill for the student, **"Understanding my Feelings,"** (or use words appropriate to the student) and define the critical rule—**"When I feel mad, sad, glad, or scared (pick one) I should _____ (name behavior)."**
- ❑ 3) Tell the student examples and nonexamples of understanding feelings.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you recent positive examples of when he has identified and appropriately acted upon his feelings.
  Remember: Positively reinforce appropriate responses.
- ❑ 5) Tell the student about four feeling states called mad, sad, glad, and scared. Show materials to the student that identify each of the four feelings and have the student think of situations when the feeling occurs for him in the classroom.
  See Appendix 4 for ideas about materials.
- ❑ 6) For each of the four feelings, have the student name appropriate behaviors that match the feeling state. For example, "When I am mad it is ok to do _____ _____."
  See Appendix 4 for materials ideas and remember: Positively reinforce appropriate responses and provide immediate error correction as necessary.
- ❑ 7) Using the materials from above as a stimulus, develop and implement role plays or simulations for naming appropriate behavior that match feeling states.
  Remember: Students should never role play nonexamples of identifying feeling states.
- ❑ 8) Create a student scrapbook of stimulating pictures and, with the student, develop a title for the book, like "What People Feel and Do."
  Remember: Encourage the student to be creative and look for stories about feelings in the pictures.

- ❑ 9) Tell the student that periodically you will be calling upon him in class to predict or guess what characters in books, workbooks, or other materials may be feeling. Also suggest to the student that you may be calling upon him to guess what his peers in the classroom might be feeling during role plays, plays, readings, etc.

- ❑ 10) Remind the student that every time he responds to your inquiries about individual's thoughts, feelings, and behavior with appropriate ideas and/or observations, you will reinforce his response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

Objective B:

Ben will correctly identify four feeling states in self when called upon in classroom 90% of the time with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Continue to request appropriate feelings-recognition activities in the classroom. Have the student practice feelings assessment with socially competent peers, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes recognition and acting upon feeling states. For example, have student describe the feelings identification worksheets to his family.
- ❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in appropriately recognizing and acting upon his feeling states.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with feelings assessment behaviors.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Ben will correctly identify four feeling states in self when called upon in 1st, 2nd, and 3rd periods 90% of the time with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished:_____

- ❑ 1) Verify that expectations for responding to feelings and feeling actions are the same in the generalization settings as they are in the training setting.
- ❑ 2) Ask student to think of other places at school or home where someone may request appropriate demonstration of feeling states and related behaviors.
- ❑ 3) Create opportunities for student to practice feelings assessments and actions with persons from generalization settings. For example, have student conduct group sessions with peers, teach feeling states worksheets, and create role plays that simulate classroom behaviors.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning feelings behaviors responses of student.
- ❑ 6) Have student conduct self-assessment of feelings assessment responses and behaviors and verify with feedback from the generalization setting.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriate feelings identification/action responses.

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Chapter 22: Assisting Peers

The following generic IEP form provides an annual goal and three short-term instructional objectives for **assisting peers**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., 3rd period language arts) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Assisting Peers" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

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Sample IEP—Assisting Peers

Annual Goal:

Tricia will assist peers when she is asked or she determines that a peer has a need.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Tricia will demonstrate three helping behaviors with peers in counseling session for 80% of opportunities with school psychologist and 3rd period language arts teacher.	School psychologist and regular education teacher.	School psychologist observation.		
B) Tricia will demonstrate three helping behaviors with peers in 3rd period language arts for 90% of opportunities with faded teacher/school psychologist support.	School psychologist and regular education teacher.	Direct Observation.		
C) Tricia will demonstrate three helping behaviors with peers in 1st, 2nd, and 4th academic periods for 90% of opportunities with minimal teacher/school psychologist support.	Regular education teacher(s).	Direct Observation.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Tricia will demonstrate three helping behaviors with peers in classroom for 80% of opportunities with specialized teacher/school psychologist support.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about how she helps others in the classroom and that you would like to help her be a good friend to peers.
- ❑ 2) Name the skill for the student, **"Helping Others,"** (or use words appropriate to the student) and define the critical rule—**"In my classroom, we help our friends and peers when needed."**
- ❑ 3) Tell the student examples and nonexamples of when to assist peers.
- ❑ 4) Create a short list (at least three items) with the student of high-frequency helping behaviors. Examples may include: carrying lunch boxes, handing out materials with peer, and helping peers look up words in the dictionary. Post the list in an easy-to-see location (desk, wall, etc.).
- ❑ 5) Model the list examples of helping others for your student.
  Remember: Always model helping behavior in the target setting and, if needed, incorporate assistance from other adults or a socially competent peer.
- ❑ 6) Have student role play helping others with you, using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of helping others.
- ❑ 7) Tell the student that you will be observing her to see if she is helping peers in activities mentioned on the list or demonstrating any other helping behaviors.
- ❑ 8) Remind the student that every time she responds correctly, you will reinforce her response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g. verbal praise, secret sign of approval, sticker, etc.).

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Objective B:

Tricia will demonstrate three helping behaviors with peers in 3rd period language arts for 90% of opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

- ❑ 1) Have the student practice helping behaviors on list with socially competent peers, using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes assisting others and that are identical or very similar to behaviors on list. For example, have student practice behaviors on list with family at home and solicit feedback from parents.
- ❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in assisting behaviors on list.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with helping behaviors.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

Objective C:

Tricia will demonstrate three helping behaviors with peers in 1st, 2nd, and 4th academic periods for 90% of opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for assisting peers are the same in the generalization settings as they are in the training setting.
- ❑ 2) Ask student to think of other places at school where someone may request that she assist peers.
- ❑ 3) Create opportunities for student to practice assisting peers with persons from generalization settings. For example, make assignments where she is sent to perform helping behaviors in office, other classrooms, etc.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning peer assistance responses of student.
- ❑ 6) Have student conduct self-assessment of progress to date and verify with feedback from staff in the generalization setting.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for appropriate peer assistance responses.

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Chapter 23: Giving Compliments

The following generic IEP form provides an annual goal and three short-term instructional objectives for **giving compliments**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., in homeroom) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Giving Compliments" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

Sample IEP—Giving Compliments

Annual Goal:

Josh will give compliments to peers and staff when he observes a noteworthy accomplishment.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Josh will verbally compliment peers and staff for 3 out of 5 opportunities in group counseling session with school psychologist.	School psychologist.	Event Recording.		
B) Josh will verbally compliment peers and staff in homeroom for 4 out of 5 opportunities with faded teacher/school psychologist support.	School psychologist and homeroom teacher.	Event Recording.		
C) Josh will verbally compliment peers and staff in 1st, 2nd, and 3rd periods for 4 out of 5 opportunities with minimal teacher/school psychologist support.	School psychologist and regular education teacher(s).	Event Recording and teacher feedback on frequency.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Josh will verbally compliment peers and staff for 3 out of 5 opportunities in group counseling session with school psychologist.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished:_____

- ❑ 1) Explain to student (in your own words) your concerns that he isn't getting along with peers as well as he should and make it clear that you would like to help him be a good friend to peers.
- ❑ 2) Name the skill for the student, **"Giving Compliments,"** (or use words appropriate to the student) and define the critical rule—**"We show others that we like them by giving them compliments."**
- ❑ 3) Discuss with the student examples and nonexamples of compliments to give to peers and staff.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you recent examples of when they have given compliments to peers or staff.
  Remember: Positively reinforce appropriate responses and participation.
- ❑ 5) Model examples of giving compliments for your student.
  Remember: Always model giving compliments in the target setting, and, if needed, incorporate assistance from other adults or a socially competent peer.
- ❑ 6) Have student role play compliments with you in group using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of giving compliments.
- ❑ 7) With your student, make a short list of compliments that are used frequently in the classroom environment.
  Remember: Post the list in a prominent place.
- ❑ 8) Tell the student that periodically you will be observing him to see if he uses compliments with peers or staff in your classroom. Mention that if you see an opportunity for him to give a compliment, you will prompt him.
  Remember: Work out an acceptable prompt, verbal or otherwise, specifically designed for the student.
- ❑ 9) Remind the student that every time he responds to your prompts or spontaneously delivers a compliment on the list, you will reinforce his response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

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Objective B:

Josh will verbally compliment peers and staff in homeroom for 4 out of 5 opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished:_____

❑ 1) Continue to request group and individual compliments in the classroom. Have the student practice compliments with socially competent peers using untrained role plays or simulations.
Remember: Actively monitor role plays and provide immediate feedback as needed.

❑ 2) Assign school-based and home-based work that promotes giving compliments. For example, give student homework assignment to compliment family members and record responses.

❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in giving compliments.
Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when he responds correctly.

❑ 4) Use precorrection as an instructional method for reducing occasional problems with compliments.
Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

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Objective C:

Josh will verbally compliment peers and staff in 1st, 2nd, and 3rd periods for 4 out of 5 opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished: _____

- ❑ 1) Verify that expectations for giving compliments to peers and staff are the same in the generalization settings as they are in the training setting.
- ❑ 2) Ask student to think of other places at school where it may be appropriate to give compliments to peers and staff.
- ❑ 3) Create opportunities for student to practice compliments with persons from generalization settings. For example, create group sessions with class members in other periods and teach/rehearse compliments.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to the teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning compliments given to peers and staff by the student.
- ❑ 6) Have student conduct self-assessment of compliment-giving and verify with feedback from staff in the generalization setting.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for giving compliments.

Chapter 24: Apologizing to Others

The following generic IEP form provides an annual goal and three short-term instructional objectives for **apologizing to others**. Instructional strategies for meeting each objective are also included. Remember to review baseline information to determine which objective and instructional strategies are appropriate for your student. Note that we have included setting information (e.g., in homeroom) for illustrative purposes only. In addition, criterion statements will vary depending on individual student need as determined by the IEP team.

Measurement Statement: "Apologizing to Others" can be measured in a variety of ways. The measurement method you select should be reflected in your criterion statement. Measurement methods may include: Event Recording, Duration Recording, Latency Recording, and Time Sampling. Additional data collection strategies are listed in Appendix 1.

Reflection Statement: The goal and objectives that we have included for this chapter are general in nature and do not include mandated student-specific behaviors that you will need to have as part of your student's IEP. After reviewing the unique educational needs of your student, including assessment information and present levels of performance, the IEP team will discuss, select, and include observable and measurable statements for both your student's annual goal and his or her short-term instructional objectives. The annual goal and short-term objectives that follow are for illustrative purposes only.

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Sample IEP—Apologizing to Others

Annual Goal:

Annie will verbally apologize to peers and staff after she has engaged in an inappropriate behavior.

Short-Term Instructional Objectives/Benchmarks	Persons Responsible	Evaluation Method	Beginning – Ending Date	Progress Proficiency
A) Annie will verbally apologize to peers for 3 out of 5 opportunities in group session with school psychologist.	School psychologist and homeroom teacher.	Observation of skill competency.		
B) Annie will verbally apologize to peers and staff in homeroom for 4 out of 5 opportunities with faded teacher/school psychologist support.	School psychologist and regular education teacher.	Event Recording and observation after prompts.		
C) Annie will verbally apologize to peers and staff in 1st, 2nd, and 3rd periods for 4 out of 5 opportunities with minimal teacher/school psychologist support.	Regular education teacher(s).	Teacher feedback.		

Progress Proficiency Code: 1. Not Evident 2. Acquisition Stage 3. Mastery Stage 4. Generalization Stage

Objective A:

Annie will verbally apologize to peers for 3 out of 5 opportunities in group session with school psychologist.

Intervention Strategies: Acquisition Stage of Learning

Date Accomplished: _____

- ❑ 1) Explain to student that you have some concerns about her getting along with peers and that you would like to help her be a good friend to peers.
- ❑ 2) Name the skill for the student, **"Apologizing to Others,"** (or use words appropriate to the student) and define the critical rule—**"We show others that we care about them by apologizing when we do something wrong."**
- ❑ 3) Tell the student examples and nonexamples of apologies to peers and staff.
  Remember: Use a 5-to-1 ratio of examples to nonexamples.
- ❑ 4) Ask the student to tell you recent examples of when she has apologized to peers or staff.
  Remember: Positively reinforce appropriate responses.
- ❑ 5) With your student, make a short list of apologies that are used frequently in the classroom (e.g. "I'm sorry," "please excuse me," etc.).
  Remember: Post the list close to the student's desk.
- ❑ 6) With your student, make a short list of high-frequency situations in the classroom that might require an apology (e.g., bumping into someone, interrupting, etc.).
  Remember: Post the list close to the student's desk.
- ❑ 7) Model examples of apologizing for your student in group setting.
  Remember: Always model apologizing in the target setting, and, if needed, incorporate assistance from other adults or a socially competent peer.
- ❑ 8) Have student role play apologizing with you in group using preplanned role plays or simulations.
  Remember: Students should never role play nonexamples of apologizing.
- ❑ 9) Tell the student that periodically you will be observing her to see if she uses apologies with peers or staff in your classroom. Mention that if you see an opportunity for her to give an apology, you will prompt her.
  Remember: Work out an acceptable prompt, verbal or otherwise, that is specifically designed for the student.
- ❑ 10) Remind the student that every time she responds to your prompts or spontaneously delivers an apology, you will reinforce her response.
  Remember: Plan ahead by working out a reinforcement schedule or method with the student (e.g., verbal praise, secret sign of approval, sticker, etc.).

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Objective B:

Annie will verbally apologize to peers and staff in homeroom for 4 out of 5 opportunities with faded teacher/school psychologist support.

Intervention Strategies: Mastery Stage of Learning

Date Accomplished: _____

- ❑ 1) Continue to request group and individual apologies in the classroom. Have the student practice apologies with socially competent peers using untrained role plays or simulations.
  Remember: Actively monitor role plays and provide immediate feedback as needed.
- ❑ 2) Assign school-based and home-based work that promotes giving apologies (e.g., have student practice apologizing to family members and recording family responses).
- ❑ 3) Discuss with student recent successes and praise mastery. Discuss with student the fading of reinforcement as the student develops fluency in apologizing.
  Remember: Plan ahead by working out a schedule to intermittently and positively reinforce the student when she responds correctly.
- ❑ 4) Use precorrection as an instructional method for reducing occasional problems with apologies.
  Remember: Precorrection is an instructional method that uses prompting and other strategies ***before*** *an incorrect response to remind the student of the rules or expectations.*

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Objective C:

Annie will verbally apologize to peers and staff in 1st, 2nd, and 3rd periods for 4 out of 5 opportunities with minimal teacher/school psychologist support.

Intervention Strategies: Generalization Stage of Learning

Date Accomplished:_____

- ❑ 1) Verify that expectations for apology giving are the same in the generalization settings.
- ❑ 2) Ask student to think of other places or classrooms where it may be appropriate to give apologies to peers and staff.
- ❑ 3) Create opportunities for student to practice apologies with persons from generalization settings. For example, create groups with peers from other periods and teach/rehearse apologizing skills and responses.
  Remember: Provide immediate feedback—positive reinforcement or error correction—as needed.
- ❑ 4) Have the student write a letter to teachers in the generalization settings naming the skills that the student has been working on and including information that demonstrates success to date. The letter should state the student's request for reinforcement as needed.
  See Appendix 4 for sample letter.
- ❑ 5) Request feedback from staff in generalization settings concerning the student giving apologies to peers and staff.
- ❑ 6) Have student conduct self-assessment of apology giving and verify with feedback with staff from the generalization setting.
- ❑ 7) Keep up variable reinforcement until student can maintain behavior over time and across settings with only the natural levels of reinforcement that other students typically receive for offering apologies.

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Appendices

Data Collection Strategies

Definitions

Operational Definition	A written statement precisely defining target behavior that is observable, measurable, and easily replicated.
Target Behavior	The behavior you are measuring.
Observation Period	A defined period of time for collecting data on the targeted behavior.
Frequency	The number of occurrences of the target behavior.
Rate	The number of occurrences of the targeted behavior, divided by the length of time the behavior was observed.
Percent of Opportunities	The number of occurrences of the targeted behavior, divided by the number of opportunities to engage in the targeted behavior.
Antecedent Prompt	A verbal cue, instruction, or prompt by the teacher or psychologist that indicates when and how the student is to engage in the targeted behavior.
Reliability	Consistency of measurement between 2 or more observers.

Event Recording

Event recording is a data collection technique where the teacher or psychologist *counts the occurrences* of a targeted behavior. To use event recording: (a) operationally define the target behavior, (b) define the observation period, and (c) tally each occurrence of the targeted behavior when observed. Raw data can be interpreted using frequency, rate, or percent of opportunities.

Duration Recording

Duration recording is a data collection technique where the teacher or psychologist *measures the length of time* that a student engages in a targeted behavior. To use duration recording: (a) operationally define the targeted behavior, (b) define the observation period, and (c) run your stopwatch when the student engages in the targeted behavior and stop the stopwatch when the student does not meet the response requirement outlined in the operational definition. Raw data is interpreted using percentage of time engaged or not engaged in the behavior.

Latency Recording

Latency recording is a data collection technique where the teacher or psychologist *measures the time between an antecedent prompt and the start of a targeted behavior* by the student. To use latency recording: (a) operationally define the target behavior and (b) run your stopwatch from the time of the antecedent prompt to when the student starts to engage in the targeted behavior. Raw data collected over time can be interpreted using average latency period.

Time Sampling

Time sampling is a technique where the teacher or psychologist *records data into specified time intervals.* To use time sampling: (a) operationally define the target behavior, (b) define the interval length, (c) determine how and when to record behavior. Examples may include recording the behavior if it is observed at any time during the interval (this method is called partial interval recording), recording the behavior only if it is observed throughout the entire interval (this method is called whole interval recording), and recording the behavior if it is observed at the end of the interval (this method is called momentary time sampling). Raw data is interpreted using percentage of intervals.

Self-Determination Strategies

Self-Monitoring Card

Target Behavior _____

Class Period _____

Intervals (Minutes) Fixed Schedule 1 – 2 – 3 – 4 – 5 – _____

Variable Schedule _____

Directions At the time signal, circle the happy face if you are engaged in the target behavior.

Goal To _____ (name behavior) and be able to circle _____ (number) of happy faces by the end of the class period. _____

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Reinforcement Inventory

Name _____ **Date** _____

Directions: *Ask your student the following questions and record his or her answers in the spaces below. Analyze the list below to better understand what your student finds reinforcing and use this information to reinforce a targeted behavior.*

1. What are your top three favorite *subjects in school*?
   1. _____
   2. _____
   3. _____
2. What are your top three favorite *recess activities*?
   1. _____
   2. _____
   3. _____
3. What are your top three favorite *classroom activities*?
   1. _____
   2. _____
   3. _____
4. What are your top three favorite *compliments* that teachers say to you?
   1. _____
   2. _____
   3. _____
5. What are your top three favorite things to do during *free time*?
   1. _____
   2. _____
   3. _____
6. What are your top three favorite *school privileges*?
   1. _____
   2. _____
   3. _____
7. What are your top three favorite *teacher-assigned jobs or chores*?
   1. _____
   2. _____
   3. _____

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8. What are your top three favorite *school computer games*?
   1. _____
   2. _____
   3. _____
9. Where are your top three favorite *places in our classroom to read or relax*?
   1. _____
   2. _____
   3. _____
10. What are your top three favorite *foods*?
   1. _____
   2. _____
   3. _____

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CORE Competency

Student to Teacher Letter

Name of Student _____ **Date** _____

Dear _____:

My teacher and I are working on something and we would appreciate your help!

I am trying to:

_____

_____

_____

_____

Would you please help me continue to improve my skills by doing the following:

_____

_____

_____

_____

My teacher and I will check back with you soon to see how I am doing.

Thanks for your help!

Signed _____

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CORE Competency

Parent/Family Letter

Dear _____:

My teacher/counselor and I are working on something and we would appreciate your help!

I am trying to:

_____

_____

_____

_____

Would you please help me to improve my skills by doing the following:

_____

_____

_____

_____

My teacher and I will check back with you soon to see how I am doing.

Thanks for your help!

Love, _____

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CORE Competency

Feelings Identification Worksheet:

MAD, SAD, GLAD, & SCARED

Directions:

1) *Ask your student to draw a picture of himself or herself when feeling mad.*
2) *Ask the student to verbally tell you some things that he/she should not do when he/she is mad. Support appropriate responses.*
3) *Ask the student to write down things or actions that are appropriate to do when he/she feels mad. Support appropriate responses and plan for future occurrences.*

Name: _____ **Date:** _____

When I feel mad I look like this:

My face!
My body!
My words!
My actions!

Draw a picture of yourself when you are **mad**.

Things that are OK for me to do when I am mad:

_____
_____
_____
_____
_____
_____

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CORE Competency

Feelings Identification Worksheet:

MAD, **SAD**, GLAD, & SCARED

Directions:

1) Ask your student to draw a picture of himself or herself when feeling sad.

2) Ask the student to verbally tell you some things that he/she should not do when he/she is sad. Support appropriate responses.

3) Ask the student to write down things or actions that are appropriate to do when he/she feels sad. Support appropriate responses and plan for future occurrences.

Name: _____ **Date:** _____

When I feel sad I look like this:

My face!
My body!
My words!
My actions!

Draw a picture of yourself when you are **sad**.

Things that are OK for me to do when I am sad:

_____

_____

_____

_____

_____

_____

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CORE Competency

Feelings Identification Worksheet:

MAD, SAD, **GLAD**, & SCARED

Directions:

1) Ask your student to draw a picture of himself or herself when feeling glad.

2) Ask the student to verbally tell you some things that he/she should not do when he/she is glad. Support appropriate responses.

3) Ask the student to write down things or actions that are appropriate to do when he/she feels glad. Support appropriate responses and plan for future occurrences.

Name: _____ **Date:** _____

When I feel glad I look like this:

My face!
My body!
My words!
My actions!

Draw a picture of yourself when you are **glad**.

Things that are OK for me to do when I am glad:

_____

_____

_____

_____

_____

_____

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CORE Competency

Feelings Identification Worksheet:

MAD, SAD, GLAD, & SCARED

Directions:

1) Ask your student to draw a picture of himself or herself when feeling scared.

2) Ask the student to verbally tell you some things that he/she should not do when he/she is scared. Support appropriate responses.

3) Ask the student to write down things or actions that are appropriate to do when he/she feels scared. Support appropriate responses and plan for future occurrences.

Name: _____ **Date:** _____

When I feel scared I look like this:

My face!

My body!

My words!

My actions!

Draw a picture of yourself when you are **scared**.

Things that are OK for me to do when I am scared:

_____

_____

_____

_____

_____

_____

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ISBN 1-57035-523-1

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